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PROCEEDINGS
OF THE
TWELFTH BIENNIAL CONVENTION
OF THE
EASTERN CONFERENCE OF HOME TEACHERS
OF THE BLIND

HOTEL BOND
HARTFORD, CONNECTICUT
OCTOBER 8 TO 10, 1948



AMERICAN FOUNDATION
FOR THE BLIND INC.

PROCEEDINGS
OF THE
TWELFTH BIENNIAL CONVENTION
OF THE
EASTERN CONFERENCE OF HOME TEACHERS
OF THE BLIND

HOTEL BOND
HARTFORD, CONNECTICUT

OCTOBER 8 TO 10, 1948

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Mary I. Curran*.....President
Worcester, Mass.

Walter N. Evans*.....Vice President
Altoona, Pa.

Alfred Allen.....Secretary
New York, N. Y.

Theresa Wood*.....Treasurer
Brooklyn, N. Y.

*-Visually handicapped

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EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

FOREWORD

The twelfth biennial convention of the Eastern Conference of Home Teachers of the Blind was held on October 8, 9 and 10, 1948, at the Hotel Bond, Hartford, Connecticut, and in the following pages appear transcripts of all the available papers presented during the conference.

The meetings opened at eight o'clock on Friday evening with our host, Mr. Stetson K. Ryan, Executive Secretary of the State Board of Education of the Blind, of Hartford, acting as Chairman. More than one hundred and fifty people were present. Following an invocation by the Reverend Fletcher D. Parker of the Emmanuel Congregational Church of Hartford, the group was honored by a welcoming message from the Honorable Cyril Coleman, Mayor of the City of Hartford, followed by an inspiring address by the Reverend Rockwell Harmon Potter, President of the Connecticut Institute for the Blind. Greetings were also extended by Miss Lorraine N. Berger, Senior Home Teacher and Miss Grace E. Swanson, Junior Home Teacher of the Connecticut Board of Education of the Blind. The Secretary read the names of those present and registered at the conference with the cities from which they came. Musical interludes were provided by Joseph Kisiel and Philip Tyrrell, both students of the Connecticut Institute for the Blind; a reading by Miss Isabelle Hirbour, Home Teacher of the Connecticut Board of Education of the Blind, following which light refreshments were served and souvenir packages were distributed to all present. The group engaged in community singing with Antonio Martone as Choral Director and John J. Duffy at the piano.

On Saturday morning, formal papers were presented by Miss Helen A. Strickland, Hartford, Connecticut, Miss Josephine L. Taylor, Newark, New Jersey, Miss Doris G. Chandler, New York, New York and Miss Gretta Griffis, Washington, D. C., and, after a luncheon recess, the Business Meeting was held, the Minutes of which appear elsewhere. At 6:30 P.M., one hundred and forty one members and friends sat down to a banquet with Mr. Peter J. Salmon, Managing Director of the Industrial Home for the Blind, Brooklyn, New York, serving as Toastmaster. An invocation was offered by Father Shea of the Catholic Guild for the Blind of Hartford and following the meal, Mr. Ryan presented prizes to Mrs. Jennie Oehm, Albany, New York; Mr. Joseph Jablonski, Watertown, Massachusetts and Mr. Louis Sklarsky, New York, New York, as the winners of a questionnaire contest designed to test our knowledge of the writings of famous blind people. Miss Margaret Langenderfer was awarded a prize for having traveled the longest distance to attend the conference. Mr. Ryan then made presentations to Miss Ivie M. Mead and to Mr. Edward S. Schuerer for their long periods of service to the blind and to the conference as a tribute of esteem and affection from the Conference. The Glee Club from the Connecticut Institute for the Blind rendered several vocal selections, Miss Grace Swanson offered a solo and Miss Doris Mann, a Home Teacher for the Board of Education of the Blind, Hartford, offered a reading. A feature of the evening was a quiz to test our over-all knowledge of work for the blind and particularly of the history and development of the home teaching services, with Mr. Robert I. Bramhall, Superintendent of Schools in Hopedale, Massachusetts, and for many years a devoted worker for the blind, serving as quizmaster. The evening closed, as did Friday evening, with group singing and was thoroughly enjoyed by everybody present.

On Sunday morning, formal papers were presented by Mr. Lloyd Greenwood, Washington, D. C., Miss Sophy Forward, Harrisburg, Pennsylvania, Mrs. Dorothy

D. Bryan, New York, New York and Mr. John J. Cronin, Hartford, Connecticut, followed by a luncheon recess after which Mr. Howard M. Liechty, Monsey, New York, Mr. Francis B. Ierardi, Miss Rowena Morse and Miss Florence W. Birchard, Boston, Massachusetts, spoke briefly on periodical literature of use in the home teaching program.

President Mack then installed the new officers, each of whom pledged his or her support in serving the Conference for the next two years.

The conference adjourned at 3:00 P.M.

Registration

The registration totaled one hundred and twenty-five, with representation from the following states:

	<u>Members</u>	<u>Visitors</u>	<u>Total</u>
Connecticut.....	14	18	32
Delaware.....	2		2
District of Columbia.....	1	2	3
Maine.....	2		2
Maryland.....	5	5	10
Massachusetts.....	9	13	22
New Hampshire.....	1		1
New Jersey.....	2	1	3
New York.....	15	7	22
Ohio.....	4	2	6
Pennsylvania.....	12	4	16
Rhode Island.....	4		4
Vermont.....	1		1
Virginia.....	<u>1</u>	<u> </u>	<u>1</u>
Totals ...	73	52	125

(In addition to the above, there were thirty or forty visitors and friends who did not register.)

Exhibits

Throughout the conference, interesting exhibits of equipment and technical devices developed for the blind, and of leather goods were displayed by the American Foundation for the Blind, the Robert J. Golka Company, Brockton, Massachusetts, and the S & S Leather Company, Colchester, Connecticut, as well as Perkins Institution, Watertown, Massachusetts, which displayed its new braille writer.

TRIBUTE TO MISS IVIE M. MEAD

Dear Miss Mead. I cannot refrain from calling you that for it was here in Connecticut that you lived, and moved and had your being for twenty-five golden years. I may have imagined it, but I do not think so - for we believe here there is not enough darkness in all the world to put out the light of all the little candles you have left burning here and there, in city and town, in hamlet and village. It seems to be the case with most of God's children that the common man must be led by the uncommon man. And those of us who have lived long enough to look back over the road we have traveled, are aware that there are modern way showers whose privilege it is to go about pulling up the blinds over the windows of doubt and despair, and letting in the ultra violet rays of the spirit till these faltering ones again lift up their faces to the sun. The poet Browning has admonished us, "The little more, and how much it is; the little less, and what worlds away." But it calls for the uncommon man to give the little more. But your purpose, and your desire to give, has known no fetters. We hail you, as a modern way shower - a two mile home teacher.

Dear Miss Mead. We miss you - if you will come back to Connecticut, all Charley's aunts will welcome you.

Well, we cannot express it, but we have seen your good works, and we know that you, too, deserve the tender tribute paid by Helen Keller to Uncle Walter Holmes, as

"The Saint of the Little and the Forgotten."

- - - - -

TRIBUTE TO MR. EDWARD S. SCHUERER

Edward S. Schuerer - Near Neighbor and Friend. Son of Connecticut, of whom we are proud, but loaned to Massachusetts to render service of heart and hand. The late Samuel Gridley Howe said well, in his day, "I cannot do my work here at Perkins with service only. I must have heart service as well." You, good friend, are rich in your heart and soul. Are you poor in things? What matters? You have known in life everything that makes it significant - you have kept the common touch, have graced the commonplace; have sent the wanderer on his way; have lit another's lamp with yours. All comers you have welcomed to your house beside the way. Worthy carrier of the lamp, resourceful, competent, faithful brother, we recall the poet's need, "An honest man is God's finest handiwork." The years pass, memories come crowding in, the shadows lengthen, but

"When coin rings true, and shows its glint of gold
Why idly ask if it be young or old?"

And so tonight, comrade and friend, it is the hope of this presence that you will continue to be engaged in this kindly service for the next 100 years or life, whichever is longer.

MINUTES OF BUSINESS MEETING
OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

Saturday, October 9, 2:00 P.M.

President Mack called the meeting to order at 2:00 P.M., following which the Secretary read the Minutes of the Eleventh Biennial Convention. Upon motion of Miss Mary Hugo, duly seconded, it was voted to accept the Minutes as read.

Treasurer's Report

Miss Theresa Wood, Treasurer, read her report, as follows:

Balance on hand, October 11, 1946.....	\$ 838.87
Reimbursement of partial expense incurred by Industrial Home for the Blind, Brooklyn, for 1946 Conference.....	<u>700.00</u>
	\$ 138.87
Dues received since last meeting	<u>56.00</u>
	\$ 194.87

Upon motion of Mrs. Oehm, duly seconded, it was voted to accept the Report as read.

Resolutions Committee

Miss Mary J. Cherlin, Chairman, Providence, Rhode Island
Miss Mary Curran, Worcester, Massachusetts
Miss Loretta Noonan, Milton, Massachusetts

The Resolutions Committee presented their report which appears on another page and upon motion of Mrs. Oehm, seconded by Mrs. Ethel Connor, it was unanimously voted to accept the report as presented.

By-Laws Committee

Mr. Walter N. Evans, Chairman, Altoona, Pennsylvania
Miss Mary Curran, Worcester, Massachusetts
Miss Theresa Wood, Brooklyn, New York

Mr. Evans reported that they had a meeting on October 27, 1947, following which they had prepared a tentative draft of By-Laws for the consideration of the membership; that they had furnished a copy to each member with a request for comments and suggestions; that the Committee met again on April 6 to consider the suggestions and that it was now recommending the adoption of new By-Laws which he then read. Among the most important provisions to be considered were the question of providing for active members and associate members, the question of increasing the biennial dues, and of authorizing the Secretary (instead of the Treasurer) to collect dues. It was voted unanimously to accept the Report of the Committee and to proceed to consider the adoption of these By-Laws to guide the Conference.

Nominating Committee

Miss Mary Thompson, Chairman, Melrose, Massachusetts
Mr. Walter N. Evans, Altoona, Pennsylvania
Mrs. Ethel Connor, Hartford, Connecticut.

The Committee offered a slate for the next two years, with the following names for the offices -

President -	Miss Mary Curran, Worcester, Massachusetts
Vice President -	Mr. Walter N. Evans, Altoona, Pennsylvania
Secretary -	Alfred Allen, New York, New York
Treasurer -	Miss Doris Mann, Rockville, Connecticut

It was pointed out that inasmuch as we were to discuss the adoption of new By-Laws, it would be desirable to defer the election of officers until the question of the By-Laws had been finally disposed of and it was therefore moved, seconded and voted to table the report of the Nominating Committee until after the By-Laws had been adopted.

By-Laws

At the request of Mr. Evans, the Secretary then read each proposed new By-Law and the Conference voted on each one separately and after each had been approved, either as read or as amended, the entire set of By-Laws were adopted in whole. These By-Laws, as adopted, appear on another page.

Mrs. Ethel Connor moved a rising vote of thanks to the By-Laws Committee, to Mr. Allen and to the American Foundation for the Blind and the motion was duly adopted by a rising vote.

Election of Officers

The Conference then returned to the Report of the Nominating Committee (see above) and President Mack pointed out that under the By-Laws as adopted nominations for any office could also be made from the floor. The membership indicated its desire to do this and the following names were then offered for the various offices -

President	- Miss Mary Curran, who was elected unanimously.
Vice President	- Mr. Walter Evans and Miss Mary Hugo (from the floor) by a standing vote, Mr. Walter Evans was elected Vice President.
Secretary	- Mr. Alfred Allen, who was elected unanimously.
Treasurer	- Miss Doris Mann and Miss Theresa Wood (from the floor) Miss Wood was elected by a standing vote.

Proceedings

Discussion followed concerning the question of published proceedings to be supplied to the membership and Mr. Allen pointed out that in view of the rising cost of printing and of the present impoverished state of the Treasury, it would appear likely that we would not be financially able to publish proceedings unless we depended, as heretofore, upon the generosity of others which he felt we should not do. Miss Rowena Morse offered to publish all formal papers in braille in the HOME TEACHER magazine and Mr. Allen said that the OUTLOOK FOR THE BLIND would be willing to publish

1144 6th Avenue, New York, New York
 Mr. Walter E. Brown, Chairman
 The Federal Reserve Board

The Committee desires to advise you that the following
 items are for the Office -

- 1. 1944-1945 Annual Report, Department of the Interior
- 2. 1944-1945 Annual Report, Department of the Interior
- 3. 1944-1945 Annual Report, Department of the Interior
- 4. 1944-1945 Annual Report, Department of the Interior

It was noted that the Department of the Interior has
 prepared a report on the activities of the Department of the
 Interior for the year 1944-1945. This report is being
 submitted to the President and the Senate for their
 consideration and approval. It is requested that you
 advise the Committee of the results of your review of
 this report.

Very truly yours,

As the President of the United States, the Department of the
 Interior is responsible for the management of the public
 lands and the conservation of the natural resources of the
 United States. It is requested that you advise the
 Committee of the results of your review of this report.

The Department of the Interior is responsible for the
 management of the public lands and the conservation of
 the natural resources of the United States. It is
 requested that you advise the Committee of the results
 of your review of this report.

CONFIDENTIAL

The Department of the Interior is responsible for the
 management of the public lands and the conservation of
 the natural resources of the United States. It is
 requested that you advise the Committee of the results
 of your review of this report.

- 1. 1944-1945 Annual Report, Department of the Interior
- 2. 1944-1945 Annual Report, Department of the Interior
- 3. 1944-1945 Annual Report, Department of the Interior
- 4. 1944-1945 Annual Report, Department of the Interior

CONFIDENTIAL

The Department of the Interior is responsible for the
 management of the public lands and the conservation of
 the natural resources of the United States. It is
 requested that you advise the Committee of the results
 of your review of this report.

Proceedings (continued)

these papers in consecutive issues of the magazine.

It was finally agreed that the Secretary would address a communication to all members, informing them of the estimated price for a copy of the proceedings and soliciting their orders. If, in his discretion, sufficient orders were received to defray the cost of publishing, he was authorized to arrange to have them published.

New Business

Mrs. Ethel Connor suggested that the new Officers prepare for the next conference as soon as possible after the turn of this year.

The question was raised as to agency membership in the Conference and it was pointed out that the By-Laws did not provide for membership on anything but an individual basis.

The question was raised as to the eligibility for membership of home teachers associated with the other home teacher conferences and it was pointed out that there could be no objection to representation in more than one conference as long as eligibility was established for membership in our Eastern Conference.

The meeting adjourned at 4:30 P.M.

Respectfully submitted

Alfred Allen
Secretary

REPORT OF RESOLUTIONS COMMITTEE

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

OCTOBER 9TH, 1948

The Resolutions Committee held one meeting, at which the following resolutions were drawn up for presentation to the Conference:

BE IT RESOLVED:

That the Conference deeply appreciates the services rendered it by the personnel of the Hotel Bond, from the Manager, Mr. Griffith R. Davies, all the way down to the bellboys, porters, waitresses and elevator operators.

That expressions of thanks be sent to Mr. Stetson K. Ryan, Executive Secretary of, and, also, to the State Board of Education of the Blind (and its staff) and to the Connecticut Institute for the Blind for their gracious hospitality and splendid planning of the arrangements which have contributed so greatly to the enjoyment of the conference.

That our thanks be extended to Mr. Francis B. Ierardi and to the National Braille Press for their generosity in complimenting braille programs for the conference.

That the Secretary send letters of thanks to all those who have contributed such splendid papers to our program.

That the Conference send greetings to three of our loyal pioneers in its organization - namely, Dr. Edward E. Allen, Miss Lillian Garside and Mr. Edward Schuerer.

That a rising vote of thanks be extended to the members of the Program Committee and of the By-Laws Committee for their work in preparing such a fine program and such well-planned By-Laws; and also to the retiring Officers who have served the Conference so faithfully during the past two years.

BE IT RESOLVED:

That congratulations be sent to the American Foundation for the Blind on completion of its 25th year of service to the blind and expressions of our appreciation of the great services it has rendered to the blind of this country and to the world.

BE IT RESOLVED:

That congratulations be sent to Mr. Francis B. Ierardi and to the National Braille Press on its coming of age and on the occasion of the dedication of its new building which, from small beginnings, has, in its remarkable growth, become the fulfillment of one man's dream.

BE IT RESOLVED:

That greetings and best wishes be sent to the two younger organizations - The Western Convergence of Home Teachers and the Midwestern Conference of Home Teachers.

BE IS RESOLVED:

That the Conference extend its sympathy to the Virginia Commission for the Blind in the loss of Miss Margaret M. Hogan, a devoted and faithful worker and pioneer home teacher for many years.

BE IT RESOLVED:

That the Secretary send letters of thanks to Mr. Robert Golka, of Brockton, Massachusetts, the S & S Leather Company, of Colchester, Connecticut, The American Foundation for the Blind and Perkins Institution for their courtesy in arranging to display various devices.

BE IT RESOLVED:

That the Conference express its appreciation to the American Foundation for the Blind for establishing a Technical Research Department which has contributed invaluable in many ways to the extending of knowledge of useful equipment and technical aids for the use of the blind.

Respectfully submitted,

Miss Mary Cherlin, Chairman
Miss Loretta Noonan
Miss Mary Curran

BY-LAWS
OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

ARTICLE I

Name

The name shall be the Eastern Conference of Home Teachers of the Blind.

ARTICLE II

Purpose

The purpose of this organization shall be the advancement of the work of home teaching of the blind in all its phases.

ARTICLE III

Membership

Membership in the Conference shall consist of two classes - Active and Associate - and all applicants for membership shall be approved by the Executive Committee.

- (1) An Active Member shall be one now or formerly engaged as a home teacher by a recognized agency for the blind in the Eastern part of the United States, or a professional staff member of such a recognized agency which employs or trains home teachers, or a supervisor or assistant in a recognized agency for the blind who may have charge of the work of a home teaching department.
- (2) Any person interested in work for the blind may make application for Associate Membership, and shall have all privileges of membership except voting and/or holding office.

ARTICLE IV

Dues

The dues for Active Membership shall be \$5.00 biennially, payable on the first day of the biennium.

The dues for Associate Membership shall \$3.00 biennially, payable on the first day of the biennium.

The biennium shall begin on January 1 of odd-numbered years and continue through to December 31 of even-numbered years.

ARTICLE V

Officers

The officers shall consist of a President, Vice President, Secretary and Treasurer. All officers except the Secretary must be active or former home teachers.

ARTICLE VI

Executive Committee

The Executive Committee shall consist of the duly elected officers and three active members, appointed by the President from states other than those represented by the duly elected officers.

ARTICLE VII

Committees

There shall be Membership, Program, Nominating and Resolutions Committees appointed by the President.

ARTICLE VIII

Meetings

There shall be biennial meetings of the Conference, the time and place to be determined by the Executive Committee. Meetings at other times may be called at the discretion of the Executive Committee.

ARTICLE IX

Elections

All officers shall be elected at the biennial conference, by the vote of active members (whose current dues are fully paid).

ARTICLE X

Terms of office

All officers and standing committees shall serve for two years, or until their successors are elected or appointed.

ARTICLE XI

Duties

The President shall preside at all meetings, call special meetings, appoint the standing committees, and appoint the three additional members to serve on the Executive Committee.

The Vice President shall assume all the duties of the President in case of absence or incapacity of the President.

The Secretary shall assume all the duties associated with that office, including the collection of dues from the membership, which he shall turn over to the Treasurer.

The Treasurer shall receive from the Secretary all membership dues collected by the Secretary, and shall collect all other income, and shall make disbursements as authorized by the Executive Committee.

The Executive Committee shall select the time and place for meetings, and attend to any other matters delegated to it by the association. The Membership Committee shall consist of three members appointed by the President, whose duties shall be to secure new members and to certify their eligibility.

The Program Committee shall consist of five members appointed by the President and its duties shall be to plan the program for the entire meeting. Plans shall be submitted to the Executive Committee for approval before the conference meets.

The Nominating Committee shall consist of three members appointed by the President, whose duties shall be to nominate the slate of officers to be voted upon at the regular meeting, with opportunity given for nominations from the floor.

The Resolutions Committee shall consist of three members appointed by the President, and its duties shall be to draw up such resolutions as may be deemed necessary for presentation at the business meeting of the conference.

ARTICLE XII

Parliamentary Authority

Except as it may be otherwise provided in these By-Laws, the Conference shall be governed in all its meetings by parliamentary law as contained in Roberts Rules of Order, Revised 1943.

ARTICLE XIII

Quorum

At any biennial or special meeting of the Conference, one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Executive Committee, a majority of the Committee shall constitute a quorum.

ARTICLE XIV

Amendments

These By-Laws may be amended at any biennial meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved by the Executive Committee or proposed in writing and signed by ten members in good standing and provided, also, that the same information has been mailed by the Secretary to each member at least thirty days before a vote is taken.

EASTERN CONFERENCE OF HOME TEACHERS
LIST OF MEMBERS

Connecticut

Berger, Miss Lorraine.....5108 Main Street, Bridgeport
Chodacz, Miss Hedvig.....86 Water Street, Torrington
Connor, Mrs. Ethel L.....Board of Education for the Blind
 State Office Building, Hartford
Foden, Mrs. Marjory B.....Same address
Gay, Mrs. Ernest.....780 Prospect Avenue, Hartford
Gleason, Mrs. Cora.....Watertown,
Hirbour, Miss Isabelle.....Box 108, North Windham
Hopkins, Miss Effie Leath.....282 Sigourney Street, Hartford
Jaenicke, Miss Viola.....30 Quentin Street, Hamden
MacDonald, Miss Eileen.....159 Fourth Avenue, Milford
Mann, Miss Doris.....21 Village Street, Rockville
Rose, Mrs. Marie.....64 Mountain Street, New London
Ryan, Mr. Stetson K.....Board of Education of the Blind
 State Office Building, Hartford
Simpson, Miss Dorothea.....84 Sumner Street, Hartford
Strickland, Miss Helen A.....Board of Education of the Blind
 State Office Building, Hartford
Swanson, Miss Grace.....51 Morgan Avenue, New London

Delaware

Durnall, Mrs. Ruth Thorpe.....Delaware Commission for the Blind
 305 West 8th Street, Wilmington 22,
Mauldin, Miss Marion.....Same address

District of Columbia

Fitton, Miss Cora A.....5226 8th Street, N. W.
Griffis, Miss Gretta.....Family Service Association,
 1022 11th Street, N.W.

Maine

Smith, Miss Evelyn.....11 Carlton Street, Portland
True, Miss Wilma.....Bureau of Social Welfare, Department
 of Health and Welfare,
 State House, Augusta

Maryland

Hackett, Mr. Lemont.....2910 Ellicott Drive, Baltimore
Johannesen, Mr. N. C.....2207 Jefferson Street, Baltimore
Johnson Mrs. H. J.....306 East 32nd Street, Baltimore 18,
Kennen, Mr. Richard.....104 North Bentz Street, Frederick
Laupheimer, Miss Ruth H.....3806 Dorchester Road, Baltimore 15,
Myers, Mr. Francis C.....3040 Evans Avenue, Baltimore
See, Mrs. Margielea.....Maryland Workshop for the Blind
 601 North Fulton Avenue, Baltimore 17,

Massachusetts

Curran, Miss Mary I.....104 Coburn Avenue, Worcester
Duquette, Miss Irene.....338 Main Street, Indian Orchard
Golka, Robert J.....400 Warren Avenue, Brockton
Maynard, Mrs. Edith N.....25 Clinton Street, Taunton
Noonan, Miss Loretta.... .86 Grafton Avenue, Milton
Parker, Miss Ethel I.....96 Trenton Street, Lawrence
Schuerer, Mr. Edward.....739 Sumner Avenue, Springfield
Sticher, Mr. Frank W.....94 Maple Street, Malden
Thompson, Miss Mary A.....133 Mount Vernon Avenue, Melrose
Waterhouse, Mr. Edward.....Perkins Institution, Watertown 72,

New Hampshire

Scrobe, Miss Livia.....145 North State Street, Concord

New Jersey

Anderson, Mrs. T. Lybrandt.....1720 Atlantic Avenue, Atlantic City
Dickinson, Mrs. Frances.....Box 43, Rt. 1, Rockaway
Dillette, Miss Izetta.....401 13th Avenue, Newark
McGrath, Miss Helen.....181 Indiana Street, Maplewood
Mack, Mrs. Lydia.....New Jersey Commission for the Blind
1060 Broad Street, Newark
Mead, Miss Ivie M.....408 Woodland Street, Point Pleasant

New York

Abrams, Miss Anna M.....23 Sealey Avenue, Hempstead, L. I.
Allen, Alfred.....American Foundation for the Blind,
15 West 16th Street, New York 11,
Bettica, Mr. Lou.....Industrial Home for the Blind,
520 Gates Avenue, Brooklyn 16,
Caulfield, Miss Isabelle S.....New York State Commission for the
Blind
205 East 42nd Street, New York
Coffin, Mrs. Nerine.....425 James Street, Syracuse
Corrigan, Miss Lucy.....401 State Street, Brooklyn 17,
Darsi, Miss E.....Brooklyn Bureau of Social Service
285 Schermerhorn Street, Brooklyn 17,
DeFrances, Teresa.....1731 Townsend Avenue, Bronx
Dinsmore, Miss Annette.....American Foundation for the Blind
15 West 16th Street, New York 11,
Draper, Miss Ruth.....R.F.D. No. 1, Sinclairville
Gilmartin, Mr. Thomas F.....4142 42nd Street, Long Island City 4,
Greenwell, Miss Mary.....State Commission for the Blind
205 East 42nd Street, New York
Goldthwaite, Miss Lucy A.....American Foundation for the Blind
15 West 16th Street, New York 11,
Guardala, Anthony.....New York Association for the Blind
111 East 59th Street, New York 22,
Hamrah, Miss Louise.....Catholic Guild for the Blind,
191 Joralemon Street, Brooklyn 2,

New York (Continued)

Jessen, Miss Emily.....New York Association for the Blind
111 East 59th Street, New York 22,
Keller, Miss Helen.....American Foundation for the Blind
15 West 16th Street, New York 11,
Kohler, Mr. Charles.....1891 Stockholm Street, Brooklyn 37,
Lemke, Miss Hazel.....State Commission for the Blind
205 East 42nd Street, New York 17,
Lowenfeld, Dr. Berthold.....American Foundation for the Blind,
15 West 16th Street, New York 11,
McKallip, Clara.....1610 Genesee Street, Utica
Mack, Mr. Francis J.....Industrial Home for the Blind,
520 Gates Avenue, Brooklyn 16,
Miller, Miss Mary V.....189 Seminary Avenue, Yonkers
Oehm, Mrs. Jennie W.....155 Chestnut Street, Albany 6,
O'Neill, Miss Kitty.....Industrial Home for the Blind,
520 Gates Avenue, Brooklyn 16,
Painton, Miss Margaret M.....M.D.#25, South Plank Road, Newburgh
Patterson, Mrs. Prudence.....State Commission for the Blind
205 East 42nd Street, New York 17,
Peters, Miss Josephine.....126 Oak Street, Binghamton
Salmon, Mr. Peter J.....Industrial Home for the Blind
520 Gates Avenue, Brooklyn 16,
Selover, Mrs. Estelle.....New York Association for the Blind
111 East 59th Street, New York 22,
Sklarsky, Louis.....New York Guild for the Jewish Blind
1880 Broadway, New York 23,
Tiedelbaum, Miss Mayme.....New York Association for the Blind
111 East 59th Street, New York 22,
Ulrey, Miss Thelma.....180 Goodell Street, Buffalo 4,
Wartenberg, Stanley.....New York Association for the Blind
111 East 59th Street, New York 22,
Wood, Miss Theresa.....Brooklyn Bureau of Social Service
285 Schermerhorn Street, Brooklyn 17,

North Carolina

Manning, Miss Jennie.....Box 245, Bethel

Ohio

Baugh, Miss Mildred.....192 Fayette Street, Nelsonville
Hugo, Miss Mary.....Cleveland Society for the Blind
2275 East 55th Street, Cleveland 3,
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GLIMPSES INTO THE HOME TEACHER'S WORK

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Did you ever stop to think of how many "relations" a home teacher possesses and must maintain? One usually hears reference made to "poor relations," but here one might very well say -- "the poor home teacher!"

But first, let me tell you why I ask this question. It is all because of Mr. Webster, Mr. Noah Webster, the lexicographer. About one hundred years ago or so he published a dictionary which has since served as the basis for the so-called Webster's Collegiate Dictionary. The Fifth Edition having just been published I purchased a copy and, one evening, sat idly scanning its pages noting some of the new words which are now included. For some unexplainable reason my attention was directed to the word "relationship." According to Webster "relationship" is defined as "the State of being related." Mr. Webster has a way of saying just enough to arouse one's curiosity so I was led to look up the meaning of "related." Here Mr. Webster gives an explanation which is a bit more enlightening, namely: "Related -- connected by reason of an established or discoverable relation." Having proceeded thus far who could resist obtaining the exact meaning of "relation?" Naturally I followed through and found Mr. Webster almost verbose. "Relation," he asserts, "is the state of being mutually or reciprocally interested."

From here my thoughts drifted to home teaching and the forthcoming conference and a paper which must be prepared. Then it came to me very clearly that good home teaching is largely dependent on the teacher's ability to initiate and maintain social, business and professional relations in their proper relationship -- all of which brings us back to the question -- Did you ever stop to think of how many "relations" a home teacher possesses and must maintain? And what is involved in the process?

Fortunately, the topic assigned to me for this conference permits considerable latitude so that I feel at liberty to develop this idea instead of discussing handwork projects, braille or some other phase of the home teaching work. And, I might say here, if the paper does not measure up you will have to blame it on Mr. Webster, Mr. Noah Webster, for the words, all of them are from his book.

As I review my own experience in the work for the blind as a pupil, a home teacher and until recently as the supervisor of home teachers observing the work of others, I am more than ever convinced that the factor of "relationship" is of primary importance in our home teaching work. Actually, it is equally important to everyone -- executives, staff workers, office workers, guides, and so on, but today we will keep our attention focused on the home teachers.

Someone has said that "Home teaching is the heart of the work for the blind" so, for the moment, let us think of the home teacher as the hub of a wheel -- the hub, according to Mr. Webster, being "a center of activity." The spokes, or "rays" as Mr. Webster suggests, radiating from the hub are the individuals and groups with whom the home teacher has contacts, namely: the executive of the agency, the supervisor of home teachers, staff workers, other home teachers, pupils, guides, other agencies, civic and church groups, the Eastern Conference of Home Teachers, the American Association of Workers for

the Blind; the American Foundation for the Blind, etc. Each of you could add others.

The spokes of a wheel are held firmly in place by a rim or band of steel. So it is with our mythical wheel. An intangible band or bond of right relations serves to maintain the teacher properly centered as the hub. If one of the spokes of the material wheel is too long, or becomes weakened the rim would lose its spherical shape. This is true with our intangible wheel. Undue emphasis on or the lack of attention to the maintenance of a satisfactory relationship with any one spoke will throw the wheel out of line and as a result progress will either be at a standstill or halting and uncomfortable for all concerned. By this I do not mean to imply that a home teacher should "relate" to each individual, group or agency in the same way or to the same degree, but rather, that relationship commensurate with the whole picture of work for the blind be evolved and maintained.

To develop this idea further, let us consider again the words "relate," "relationship," and "relation." All are included in social work terminology. All should be a part of home teacher terminology. Moreover, these terms should not be relegated to use only at staff conferences or in formal reports. Every home teacher, in fact, every one of us, should become consciously aware of the dynamic nature of the meaning of these words, and the necessity of using this constructive force in our work and living.

In general terms we might say that there is a kind of relationship between each individual and every other person with whom he has business and social contacts. The relationship may be temporary or lasting, pleasant or unpleasant. To be "related," however, in the sense in which we are considering the term means "to be connected by reason of an established or discoverable relation." Many relations are already established for us, such as employer-employee, salesman-customer, doctor-patient, etc. Most people so related maintain the relation on the basis of certain commonly accepted patterns of behavior incorporating the duties, rights and privileges generally accorded that particular relationship. It need not be, but very often the maintenance of such a relationship becomes a mechanical process demanding little of either participant. For instance, you may buy apples from the same corner grocer for years and yet know nothing about him. The doctor probably knows all about you and your family. You know little about him and his affairs. You have accepted the pattern of that situation which expects that the doctor will be the one to ask questions and to give orders just as you do not expect to have more than a casual conversation with your grocer. To my way of thinking a discoverable relation implies definite activity on the part of an individual to strive to find -- or discover -- a common basis for a relation which can be nurtured and sustained. Relation, you will recall, refers to "the state of being mutually or reciprocally interested as in social or business matters. Therefore through earnest effort on your part you "discover" that the grocer is an enthusiastic button collector, as are you. You become mutually interested in each other and another satisfying relation is evolved. One might say in case work parlance that "rapport" is established; that a relation of harmony exists. If the relationship expands and deepens one might say that "rapprochement" has been reached." Rapprochement, another casework term, means, according to Webster, "a state of cordial relations."

Now let us see how this should concern the home teacher -- the hub of the wheel -- and how she may use this force of relating to advantage in her work.

One might say for purposes of this discussion that the spokes of the wheel represent both established and discoverable relations. When a home teacher is hired she steps into a relationship, the pattern for which, has been established by the agency. The duties, rights and privileges are quite clearly defined for the teacher and she must conform in order to maintain a harmonious relationship. But even here the teacher must consciously strive to maintain that relation and where possible to strengthen it. This involves adjustment to many personalities, to policies which are not at once clearly understood, to detail work which is an annoyance to the teacher who wants to devote her time to her pupils. To make the adjustment a teacher must cultivate tact, understanding, cooperation, loyalty, maturity of judgment, initiative, dependability and similar qualities. As her relation with the agency is strengthened through the exercise of these faculties she expresses more skill and confidence in dealing with the other so-called spokes of the wheel, feeling secure in the knowledge that her agency has confidence in her ability. This is essential to a person's growth and is soon evident in improved progress in the teacher's field of work which, of course, helps to raise the standards of the work for the blind, not only for her particular agency, but for the work in general.

Most teachers soon learn that it is easier to make an effort to establish a harmonious relation with a guide than it is to be continually training new ones. The situation implies a mutual interdependence or a complementary relation in which each is supplying the other's lack. Neither could be useful in the work without the other, generally speaking.

To a certain extent it is an established relation, but for the most part it is a discoverable relation. It is up to the teacher to develop the relationship in such a way that it is mutually satisfying. Here, too, tact, tolerance, understanding, consistency, cooperation and consideration are necessary for the well-being of this "team" of workers. Consideration is particularly important. Teachers in their enthusiasm and absorption in their work do not always realize how demanding of their guides they have become. On the other hand, a teacher should not be so afraid of losing a guide that she goes beyond her convictions of what is right in handling difficult situations in order to mollify her guide. If the teacher really works to put the relation on a sound business basis there will be few, if any, such contingencies. As the relationship grows bases for common interests may be found so that a state of cordial relations exists which may be fostered even if business connections are severed. The pupils, and others, too, are quick to sense the state of relations in this team.

It is with the pupils that the home teacher finds the greatest opportunity to use the force of relationship constructively. It is here, too, that she must expend the greatest amount of thought and energy to make progress. Unlike the teacher-guide or salesman-customer relation where each recognizes his need of the other, the pupil may not have any desire whatsoever "to relate" to the teacher. He may even resent her coming into his home as she represents to him the fact that now he is blind. How the relationship unfolds is almost entirely up to the teacher. The teacher must "dig in" and strive consistently to establish rapport. And until this point is reached little progress in rehabilitating the client can be made. In fact, knowledge of all the hand skills plus courses at Overbrook, Perkins, Ypsilanti and schools of social work will not make a person a good home teacher unless she is able to firmly establish a relation with a pupil that is on a sound basis of mutual respect. I am not disparaging formal training. I was one of the original group that voted for Home Teacher Certification which requires such training.

But in our natural desire to have formally-trained workers we must not overlook the importance of the intangible qualities which ensure success.

In addition to the qualities already enumerated the teacher must have sincerity and patience, infinite patience. She must have good judgment to know when a pupil needs encouragement or reproach. And, if she does not cultivate intuition and discernment how is she to become aware of the problems confronting the pupil? Problems which he may not have voiced and yet they present a barrier to progress. The home teacher's quickness and accuracy in discriminating between those problems which she is equipped and authorized to handle and those which should be referred elsewhere for consideration is an important factor in the relationship.

Then there is the matter of confidence. Can the pupil trust the teacher to hold his confidences inviolate? The matter of privileged communications should be given serious thought. It is the pupil's privilege to give the teacher permission to divulge information. Unless this permission is given, the teacher has no right to discuss the matter concerned. The only exception is in making reports to one's supervisor or executive. To use justice will further the establishment of constructive relationships. We have a tendency to give more time and attention to those pupils we especially enjoy and to give less to those who are not so appealing or who are downright difficult to deal with. But is it not this type of person who actually needs the most attention. It seems to me that the teacher should do everything in her power to develop this quality.

One thing is necessary and that is faith, faith in God, a Supreme Being or that which is taught by your particular religion. Often a teacher finds herself in a position where her pupil looks to her for spiritual comfort. The teacher should, therefore, have her own philosophy crystallized to the point where she can handle such a situation with assurance and without embarrassment. In some instances this has been found to cement a relationship and from that point progress was rapid.

Have you thought about the quality of objectivity? How many "relations" have been irreparably damaged by a lack of it! Pupils often "take a thing out" on the teacher as the saying goes. If the teacher handles the situation in an impersonal, detached manner she retains her own self-respect and enables the pupil to regain his without "losing face." However, if the teacher looks on the situation in a subjective manner conscious only of her own feelings and reactions she loses control of the situation by her natural inclination to argue from a personal point of view. Objectivity is a quality all professional workers must achieve but not to the exclusion of human interest.

We could go on indefinitely discussing those qualities which strengthen the bond of teacher-pupil relationship. But what of the other "spokes?"

Community groups present a challenge to the home teacher in the matter of relations. In the first place, the problem of getting to a group meeting has to be met whether the occasion be church, a symphony or a club meeting. In working with her pupils the teacher often urges them "to lead a more normal life" and makes specific suggestions along the line of social activities. Yet how many teachers seldom, if ever, take part in the social life of their community. Of the group present here today probably less than fifty per cent belong to any kind of a club, exclusive of local associations for the blind. Probably less than ten per cent belong to a state or local social workers club, business or professional womans club or some comparable group. I wonder how

many exercise the privilege of voting. - I am not suggesting how to vote. How earnestly has each teacher tried to establish a relation at these conference meetings by actively participating in discussions, maintaining contacts through the year, etc? The status of our Conference reflects the kind of relations established by its members. Live and inspiring conference meetings are due to the expression of qualities of alertness, cooperation, ingenuity, initiative, leadership and helpfulness which develop a spirit of unity thus giving more body to the organization.

Would not the teacher's life be greatly enriched if she were to become aware of the benefits of relating to some community group -- and then did something about it? Of course the teacher would have to do her part to establish the relationship, but once established it could and would engender much good. She would go to her pupils with fresh inspiration and a different perspective.

There is not time to discuss each spoke of our imaginary wheel - relationship - in detail and it is probably just as well. No doubt I have already jeopardized my relationship with home teachers by my theoretical musings. So let's send the wheel rolling along into the future of more dynamic, harmonious relationships -- or should the word be relations! As I said in starting, if this paper is not what you think it should be, just blame Mr. Webster, Mr. Noah Webster, you know, who was responsible for starting this.

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The Program of the National Society for the
Prevention of Blindness in Sight Conservation

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Many of us take our eyes for granted - We are aware, when we stop to think, that the impressions we receive are all received from our senses, and that of them all, sight is the most important. As a rule it is only when sight is threatened that individuals become conscious of their eye sight and their dependence on it.

The National Society for the Prevention of Blindness has for approximately 40 years been devoting its efforts to making people appreciate the value of sight. It has constantly taught people to value it - emphasized the need to safeguard it - and in some instances, worked for its restoration.

The National Society has for its stated objectives:

1. to study the causes of blindness, 2. to advocate measures which will eliminate the causes of blindness and 3. to disseminate knowledge which will contribute to an understanding of the problems of eye health and the prevention of blindness. To accomplish these objectives, the National Society works with and through other agencies, constantly broadening the base of public understanding regarding those conditions which lead to blindness, and focusing attention particularly upon those causes of blindness which statistics have shown could have been prevented in two out of three cases.

The work of the Society may be considered under three general heading:

1. education 2. public health measures 3. elimination of industrial hazards to sight. It will be obvious that there will be overlapping in these areas of activity - but these three topics may help to provide a rough outline for a discussion of the program of sight conservation which has many ramifications.

Much of the work of the Society falls under the heading education, because the attainment of its various objectives depends primarily upon the knowledge which both professional groups and lay individuals have on this important subject - sight conservation. It is not a case-work agency, although it renders a good deal of service to individuals and often acts as a referral agency for those who come for help.

Education is an integral part of all activities of the Society but as used in a more limited sense, we can discuss some of the specific examples of the educational program.

You are all familiar with Sight Saving Classes. The first class for children who were visually handicapped was established in 1913; today, over 600 classes are in existence. The Society has worked with Boards of Education, Universities, and Normal Schools to stimulate interest in this particular field of sight conservation.

Since approximately one child in 500 would be helped if he were in a sight conservation class, it is readily seen that facilities are still inadequate. It is estimated that 50,000 children who will not be in sight conservation classes this year would profit by being in one.

Sight Saving Classes serve a dual purpose - they not only help the

child who is visually handicapped, but stimulate interest and often lead to the securing of better class room conditions for the rest of the school children.

Adequate light, surfaces which have no glare, proper reading habits, are factors which need to be considered for all children. For those with limited vision, large type books, typewriters - talking books - large sized chalk and the individual attention of a specially trained teacher are also essential.

The pioneer work of Mrs. Winifred Hathaway, Associate Director of the National Society for the Prevention of Blindness, will continue to bear fruit for many years. Her textbook, "Education and Health for the Partially Seeing Child" is a helpful guide for all teachers, not alone teachers of the visually handicapped.

If there are to be sight conservation classes, there must be adequately prepared teachers. The Society constantly works with universities in setting up such courses for the preparation of teachers. In 1948, special summer courses were given in nine different normal schools and universities from New York to California, Florida to Michigan.

Aside from courses given for teachers, there are special courses and institutes given for other groups. For example, last year, an Eye Institute was held in New York for members of health, education and welfare agencies; this institute included visits to the glaucoma clinic and the eye bank; demonstrations of vision testing devices; and helped to give special emphasis to eye health to these professional workers.

Nurses, although they have instruction in eye care while in training, often find after they have been on the job for a while, that it is especially helpful to have some intensive work related to the eye. Consequently, the nursing consultant on the staff, constantly works with local nursing groups to arrange special institutes for nurses. One institute in Washington, D.C., and one in Grand Rapids, Michigan are scheduled for this fall. Others will be developed as time permits. Special consultation service in the nursing area is always available.

Those of you who are familiar with the Society know that it publishes a quarterly journal, "The Sight Saving Review". It also publishes the "Eye Health and Safety News", special manuals, and many pamphlets. If one studies the titles and notes the content of publications listed in the catalogue it becomes quickly evident that there are groups of persons for whom materials are especially prepared as, physicians, nurses, social workers, and parents. "Eye Health" - a Teaching Handbook for Nurses; and "Industrial Aspects of Ophthalmology", are examples of handbooks prepared with special groups and special needs in mind.

Thousands of pamphlets each year reach people who are concerned for one reason or another with eye health or eye disease.

Other educational activities can be but briefly mentioned: In one year, 69 field trips were made by staff members, 87 talks given, 8 radio broadcasts made, numerous articles prepared for publication, exhibit materials prepared for over 100 meetings, and a sale and rental of over 200 films. In addition there is an important contribution in the area of education made daily through the correspondence of all staff members in answer to the thousands of letters received asking for help and information. Nor is this service limited

to the U.S.A. From Brazil, Australia, the Panama Canal Zone, from Denmark, from any country one can name, come letters asking for materials - for advice - for guidance.

We mentioned - education - health - industry. Let us now briefly consider some achievements and some activities in the health field.

Those cases of blindness caused by disease, are of special concern to health departments and other health agencies. In the early years of the Society's work emphasis was placed on the prevention of ophthalmia neonatorum. It is a notable achievement that since 1908 the percentage of children admitted to schools of the blind due to this cause of blindness, has dropped from 28 per cent to less than 3 per cent. Much of the credit for this goes to the National Society for the Prevention of Blindness, the American Social Hygiene Association and to health departments.

Pre-marital and pre-natal examinations and the subsequent treatment of infected persons is resulting in fewer cases of congenital syphilis. This in turn means fewer cases of blindness in children.

More remains to be done - but there is no way of estimating the number of children who now have sight who would have lived in a world of darkness but for the efforts to reduce infections from venereal diseases. We must not overlook the fact that among children 23 per cent of the cases of blindness are still due to communicable diseases. Preventive activities have resulted in there being practically no blindness from small pox, but meningitis, measles, scarlet fever, and other infectious diseases still take their toll.

Again, in areas where industry has epidemics of conjunctivitis, where trachoma is prevalent, where syphilis and gonorrhea rates are still high - these and other problems related to eye health are important.

The growing body of data showing the relation of good nutrition to health of eye as well as to the rest of the body, points to a need for further emphasis on this phase of preventive work by health departments.

Some blindness caused by cataract and glaucoma can undoubtedly be prevented by more education, more case-finding, more follow-up services. People need to be taught to go to oculists with early signs of eye trouble - to secure periodic eye examinations after forty.

Parents need to have their attention called to eye health of children - to be made aware of symptoms which might indicate eye trouble - to be taught the danger inherent in some toys. These are problems in the health and accident prevention area. Prevention of blindness, like the prevention of diphtheria, is a function of health departments. Mention should be made not alone of health departments. Hospitals, clinics, physicians, nurses, social workers and other groups, all are concerned in this area of health conservation. These people and organizations constantly use the films, pamphlets, and consultation services of the National Society.

Turning now to the industrial area, what do we find?

There are probably at least 8,000 persons now in the United States who have lost both eyes - 80,000 who have lost one eye, as a result of industrial accidents. In addition, each year approximately 1,000 additional persons will lose one eye - another 100 lose both eyes. Yet most of these

accidents could be prevented.

Safety goggles and shields - safety devices - the proper correction of visual defects, job analysis, adequate lighting, are some of the factors involved in the prevention of industrial accidents.

It's human to save sight - good business to save materials, so industry is becoming more and more interested in this field of eye conservation. Compensation costs for eye injuries are high. People who have learned industrial skills and are then "lost" to the job because of an eye injury are an economic waste to industry.

Although humane considerations are still of great importance, in industry it is just good business to prevent eye accidents.

Perhaps some of you have heard of the Wise Owl Club - It's rather new, but the members of this club will be men and women in industry whose eyes have been saved by the use of safety goggles.

(amplify)

In a certain industry, the manager keeps a collection of shattered goggles on display - mute evidence that eyes have been saved. In one industry alone, the American Car & Foundry, Co., 122 workers are now eligible for membership in the Wise Owl Club.

This paper would be far from complete if a few other areas of work and activity were to be omitted, and one in particular cuts across all others - Research.

We cannot intelligently work to prevent blindness unless we know its causes. So there needs to be constant study of causes. We cannot know how to combat certain causes without much more research.

Lets look for a moment at some of the areas in which research is now being carried on. And again, a point made earlier should be reemphasized, namely, that the National Society for the Prevention of Blindness works in close cooperation with other agencies. In research this is of particular importance. In the field of education, a research project is now going on in St. Louis to evaluate practical methods of vision testing of school children. Approximately 1,200 children will be examined. The St. Louis Board of Education, the Missouri State Division of Public Health, and the U.S. Children's Bureau, are all participating.

Another research project in the health area is being carried on in cooperation with the American Academy of Pediatrics, to determine, if possible, the relationship between certain infections of the pregnant mother and congenital cataract and other malformations in babies.

An analysis of 132 mothers who contracted German measles during the first three months of pregnancy showed that 76 babies had congenital cataracts, 3 had congenital glaucoma, 5 had abnormally small eyes, 2 had severe squints, 2 had inflammations of deep membranes of the eye, 2 had nystagmus. Other defects were also noted. In 132 cases, only 18 infants were free from defect.

Another project is concerned with a study of causes of 1800 eye accidents among 44,000 school children over a period of 15 years.

Research in industry can be illustrated by the project carried on in the Department of Internal Revenue. This project was originally suggested by the National Society for the Prevention of Blindness. The eyesight of all workers was tested and corrective eyeglasses were furnished to all who needed them - the lighting was modernized - the walls and ceilings were cleaned and painted - the floor and desks made light in tone - and the tabulating machines changed from black to a light grayish-green.

Its purpose was three-fold - to see what would happen to production - to determine, if possible, the effect of better working conditions on the morale and welfare of the workers and to secure data on which to base future plans for the improvement of lighting in other departments.

Another project is starting in New Jersey with a practical demonstration of a complete modern eye program in five plants. This demonstration will include not only use of safety devices, but adequate eye examinations, job analysis and the use of light.

In summary, the work of the National Society for the Prevention of Blindness cuts across the major lines of education, health, and industry.

Looked at in another way, its activities cut across the lives of every one at all ages.

It is interested in the infant - to prevent infections of syphilis and gonorrhea. It works to prevent eye accidents in children - to establish sight saving classes - to safeguard those in industry - to teach the general public the value of sight and how it can be conserved - to have clinics established to serve the needs of young and old - to study the causes of blindness and to work constantly toward the ideal goal - complete prevention of blindness.

HOME TEACHING AS A PROFESSION

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Although I am relatively a new comer to the field of home teaching, my thinking about this business of home teaching has passed through several transitional stages. That it is a profession I am sure, but the question about which I have been pondering is just where in professional activity does it belong - - to which other profession is it related.

First I saw it as a part of the field of education. The home teacher was just what the name implies; a person who went into a home and taught someone something. The emphasis was on the teaching and learning of a given skill. As time went on, however, I began to see that there was more involved than an educative process. It became clear that if the person being taught were to gain from what the home teacher had to give, there must be added to the teaching process an understanding of what the client needed to learn. I moved into the second stage in my thinking about home teaching: it was that of seeing the work as related to occupational therapy. The home teacher taught skills and activities to give the client something to keep him busy and whenever possible hoped that the training would contribute to rehabilitating the client so that he might function in industry, a sheltered workshop, or a home industry program if such were available.

Gradually, however, I have come to see home teaching as a part of the profession of social work with similar aims and goals.

Social work has been defined as "Professional service to people for the purpose of assisting them as individuals and in groups to attain satisfactory relationships and standards of living in accordance with their particular wishes."

The home teacher gives professional service to people to assist them as individuals to attain - as nearly as possible - satisfactory relationships and standards in accordance with their particular wishes. True the home teacher does teach skills, but the teaching of these skills is not the end result. The home teacher teaches to give the client skills with the purpose always in view of enabling the client, through a better understanding and greater acceptance of himself, to use the experience he has had with the home teacher to work out better relationships with his family, friends, and community; and in some instances hopefully to achieve a means of influencing his standards of living through greater economic returns, the use of the products which he can create as a result of his increased skill, or the greater knowledge of the tools of living; helping the homemaker with the problems of housework and care of the children and the gardener to more easily tend his vegetables and flowers. May I call your attention to the last three words of the definition of social work just quoted: "Their particular wishes." It seems to me this is one significant characteristic of home teaching as a part of the larger profession of social work. Ideally in the professional practice of social work, the client is left completely free to make choices for himself as to whether he wishes the services of the home teacher and what he wishes to do with those services if he chooses to use them.

Believe me being a home teacher with the approach of the educator, who has a various array of skills to teach and expecting the client to learn some-

one or more of those skills, is far easier than the discipline required to patiently work through with the client the decision as to whether he wishes to use the home teacher or not. The home teacher, with a knowledge of social case work, recognizes the right of self-determination. She knows that unless the client decides to use the home teacher on his own, entirely free from fear of the authority of the teacher, the agency which sends the teacher, or any other agency or member of the community, the result of the teaching will be far less effective. The teacher will wonder why Mr. James, who has physical and intellectual capacity, does not achieve more. We have more energy to invest if the thing we undertake is done because we wish to do that thing more than anything else which we might choose.

After the client chooses to use the services of the home teacher - - if that teacher has a knowledge of principles of casework - - the teacher will give careful thought to what are the client's ambitions, interests, emotional, intellectual and physical capacities and problems. The teacher proceeding in this manner is always aware of the differences between people. The worker is cognizant that to achieve the maximum the client must be worked with on his own level, utilizing whatever he can bring to the new experience rather than superimposing an entire new set of skills and patterns of thinking. This does not mean that the home teacher does not work toward change, but the changes will probably come slowly. It is a process of continual incorporation and intermingling of the new with the old in the client's experience.

Some clients may never be able to change; they may not want to change. The professionally trained, skillful home teacher is so disciplined that she can accept this denial of her efforts. Here the home teacher, trained in the field of social work, has other tools which he or she will want to use.

There is no place for the home teacher who is judgemental in thinking about clients, their failures, things they do, attitudes they express. The client is accepted as he is. There is no place for condemnation or condoning. If the client fails, we do not condemn or blame. Who of us here has not experienced the paralyzing effects of the blocking which follows negative criticism? We ask ourselves, and if it seems wise, we ask the client why things did not work out.

If the client succeeds, we are thoughtful in giving approval. Approval from the teacher may spur the client on to new and more difficult work. It may carry him over periods of discouragement. On the other hand, the client may come to work for the satisfaction of being praised by the teacher; he may achieve to please the worker; he may come to depend on that approval. The client may develop an increased fear of failure.

Mr. Daniels had been severely disappointed and inconvenienced because the agency on which he depended had not functioned so that the worker could keep a promise which she had made to him. The worker had spent several difficult interviews with him, assisting him to work through his feelings about the situation. She called after an absence of a few weeks. Mr. Daniels was cheerful and seemed to be taking the situation in the socially accepted manner of "taking it like a man." The worker told Mr. Daniels what a fine attitude he had, how fine it was that he could look on what had been a trying and disappointing experience in such a cheerful way. Then she thought of what her words might have meant. Maybe Mr. Daniels did not feel cheerful about the situation; maybe way down inside he was not taking it like a man; maybe he felt anger toward the worker and agency but was afraid to continue expressing it fearing the disapproval of the worker and her retaliation, all of

which was not conducive to Mr. Daniels' best growth and emotional health. After such out-spoken approval of this positive attitude toward a terribly bad situation, would he feel free to talk through his feelings with this or another worker should another similar situation develop? The worker realized that by reacting to Mr. Daniels in a lay manner instead of the professional disciplined way of the non-judgemental home teacher with case work background, she had set up a blocking which was not wholesome.

At the time Mrs. Jacobs was referred to me by the case worker, I was given a picture of a very troubled person. On my first visit Mrs. Jacobs was cheerful. She talked about her difficulties freely but said things were going better. She seemed interested in the services of home teaching and easily decided which of the services she wished to use. I felt Mrs. Jacobs was a person who would move along quickly and without difficulty. On my second visit, I found Mrs. Jacobs a changed person. She was fearful, made decisions slowly, acted slowly, was doubtful about her ability to achieve. I saw an environmental factor which might have upset her, but did wonder about the situation. I greeted her most cheerfully. I continually told Mrs. Jacobs of her ability to learn and succeed. Because of the capacity which I was sure she had, not only from my observation at the time of the first interview, but her past record, I assigned amounts of work larger than I ordinarily would have given. I sensed that something was wrong; so I quickly said that if she could not accomplish all that I had assigned, it would be all right. She should do whatever she could. Two days later the case worker called me to see what I had observed about Mrs. Jacobs. At the regular interview with the case worker, Mrs. Jacobs had appeared terribly depressed. In the rush of work, I had dismissed Mrs. Jacobs' situation from my mind. Quickly I recalled what had happened. In the particular agency setting, in which I work, there is a division of function between the work of the home teacher and the case worker. After considerable discussion, the worker and I decided that it would be wise to discuss this case with the case work supervisor in the agency. To the case worker the importance of helping Mrs. Jacobs talk about the things which were bothering her, of discussing her life with her husband, his death, and her feelings about the young son who lived in the home with her was stressed. My role was to be one of accepting Mrs. Jacobs as a fearful, depressed, upset person. My work was to be directed toward the end of diverting her mind into channels of activity outside herself. I was not to bounce in with a "lion's club", cheery greeting. Mrs. Jacobs did not feel cheerful. To her there was nothing to be cheerful about. Could I not understand that she could not be cheerful? To Mrs. Jacobs at this particular time, achievement seemed impossible. If I insisted that it was, she would only become more discouraged. I was to allow Mrs. Jacobs to set her own pace for working. If she did nothing, that would be all right. If she did a great deal, that would be all right too. I have used this procedure a number of times since the Jacobs case was being considered. It is wise, however, to recognize as accurately as possible the diagnostic signs in order to know on which clients it should be used and when it should not. If I were to use the methods employed in the Jacobs case in dealing with Mrs. Grant, and not be cheerful to Mrs. Grant, who feels that being cheerful regardless of how things are bothering her is most important, she would feel less confident and be completely thrown off in her relationship with me.

May I again emphasize the importance of understanding the client, his strengths and limitations and of working with him in keeping with these, of asking why the client has failed to come up to our expectations. Often it is helpful to turn for skilled case work or psychiatric consultation before we

decide how to proceed with the difficult case of Mrs. Smith, Miss Brown, or Mr. Wall.

The skilled home teacher also realizes the importance of establishing, what is known in the case work field, as a good relationship. This implies that the client feels at ease with the teacher; that he may say anything he wishes and act with as much freedom as possible during the time he and the teacher are working together and that the worker will not mind and will accept him just the same whether the client is accepting or rejecting. (It means that the client has confidence in the teacher). It is often surprising the degree of development and achievement a client can experience when this relationship is present. We can see this same client with another teacher when this relationship is absent, and he will do little more than stand still, and there have been instances in which the client has even regressed.

What can the teacher do to establish and maintain this relationship?

(A) The client must be accepted - - good or bad, interested or disinterested, agreeable or hostile, succeeding or failing, conforming or not conforming to the approved mores of the social group, before he will be completely at ease with the teacher. This complete acceptance of any and all clients, regardless of what they do, is not easy. This does not mean that the worker necessarily approves of what the client does, but it does mean that the worker should try to understand why the client behaves as he does and can separate the client from his behavior.

On my first visit Mrs. Wilson complained because I came so early in the afternoon. She ran her radio so loud that it was most impossible to talk with her; she stressed at length what my two predecessors had done for her; she let me know that she doubted if I would be able to do as much; she hoped I would not stay long because I was interrupting her nap and radio programs; and she did not care when I came again. I found that I had to work to establish a relationship with Mrs. Wilson. I found it difficult to separate her behavior from her and to understand why she was so hostile. The supervisor, who read the record of this interview, was a most understanding person. I talked my feelings over with her and from her detachment she was able to raise several questions which aided me to work through my feelings so that I could continue to work with Mrs. Wilson: (1) Was this woman hostile as a result of the frustration which she experienced due to a disappointing, lonely life? (2) Was she hostile to everyone in all situations or was her hostility limited to certain people and situations? (3) Could I think of anything which had gone into the making of the appointment and my visit which might have aroused this hostility? (4) Did the record indicate any hostility toward previous workers? She suggested that the more of this hostility, which Mrs. Wilson was releasing, I could accept without reacting in kind - the quicker she would respond to me in a positive manner. I have been able to go back and work with Mrs. Wilson.

(B) Have respect for the integrity of the client as a human being. Remember at all times that he has feelings which differ only little from ours. Occasionally mentally reverse roles and imagine how you would feel if you were the client and he the worker.

Never fail to show the client the respect of making an appointment with him. This is a subject on which an entire paper might be written. After having made that appointment, keep it. If you find that you cannot do so, remember that there are always telephones, telegrams, and special delivery letters.

I had made an appointment with Miss White. The evening before the morning appointment, my supervisor, who had her headquarters in another town, called to say that she could be in the city, in which I was working, the following day and could only see me the next morning. I forgot that Miss White had a phone. It was late in the afternoon before I reached her home. She had made an appointment at the clinic for the afternoon because she thought I would be there in the morning. She had waited for me until she was late for the clinic appointment. I missed seeing her altogether. During the remainder of my contact with Miss White, contact which was cut short because of my leaving the agency, she was most negligent about keeping appointments. There were many times that I failed to see her because of this. I was never able to put our relationship on the same good basis as that on which we had been working before this broken appointment.

(C) Confidence of the client in the worker is essential. The client must know that he can trust the teacher. The teacher is obligated to maintain complete confidentiality of client's activity and identity. It is so easy to discuss a client's situation and problems with friends whom we feel cannot possibly know the person about whom we are talking. A short time ago, one of my fellow workers was having dinner with a group of friends whose economic and social position was at the opposite end of the scale from that of the client about whom she told an interesting incident. She was amazed and most chagrined when one of the women commented that through her husband she had heard about the man being discussed, though his name had not been mentioned, and proceeded to launch forth into a detailed discussion of the client's situation.

Several times in the last few weeks my clients have asked the names of others on whom I call in order to learn if I visit any of their friends. I have refused consistently to give such information, explaining to them that just as they would not wish me to discuss them with others, so others should not be discussed with them. During the time I spend with them, they and their situations are my chief center of interest. It is of the greatest importance for the teacher to talk with and gain permission of the client before consulting any outside source concerning the client or his problem. After this permission is granted, it is wise for the worker to let the client know the result of the discussion about him. This is an area in which all of us slip on occasions but is one in which we should be most careful.

It is impossible for me to stop talking with you without mentioning one more point. To me this is something which all home teachers, as well as others in the field of social work, should consider very seriously. If we have achieved in this area, other of the points which I have mentioned will fall into place naturally and easily. It is the part of home teaching which is, perhaps, most difficult and can but should not be taken lightly. I am talking about this business of understanding one's self, of feeling secure with one's self, of accepting one's self. To know, and accept one's strength, limitations, and weaknesses and be sure that one has done this is not only difficult but is exceedingly painful and requires the willingness to change. Generally when we look at ourselves squarely we are not too satisfied with what we see. We all are apt to do far less than we would like for the client in helping him without this self understanding. How can we really expect to understand others unless we understand ourselves, and how can we really help others unless we understand them? Are we helping others because we want to? This can effect our capacity to help. Or, are we using our work as home teachers to satisfy some of our deeper personal needs such as the need to dominate, to be parental, to show our own skills, to gain approval?

Just one more thing. All of the points I have made this morning are ideals to be striven for. Their achievement does not come in a day, month, or year; but each time we home teachers can act in accordance with one of them we are being a little more helpful to the client. We are becoming more than a pedagogue. We are becoming a person who is enabling another person to use and mobilize more of his strengths and capacities to rise above the limitations within himself or his environment and become a happier, better adjusted, and more productive member of society.

GRETTA GRIFFIS

THE BLINDED VETERAN

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It is a real privilege to be able to address this conference and discuss some of the problems which concern all of us, either personally or professionally or both. We can all hope that through the discussion and presentation of our varied observations, our insight into the confusion and misconceptions which surround blindness will be strengthened. In order that we shall not give birth to further misconceptions we will not discuss blindness as a condition but instead we will talk about that group of individuals who find it necessary to live without benefit of sight. I am, of course, qualified to discuss only a small segment of that group, or those individuals whose blindness is a result of our most recent World War. It would do no good to discuss this group separately if blindness were the only consideration. Total or partial blindness is the same, regardless of its cause. An injury to the eye is essentially the same whether it is caused by an industrial accident or a shell fragment. Obviously, the physical effect on the individual does not vary and the counterpart of every type of war blindness can be found in the non-veteran group. Therefore, if anything is to be learned from a comparison of the blinded veteran and the blinded civilian it will be through the comparison of the conditions facing each group, the programs of rehabilitation and training available to each and the financial assistance available. The blinded veteran and the blind civilian who lost their sight on the same day through the same type of injury find themselves in two entirely different categories, facing two different social attitudes and with decidedly different opportunities.

The blinded veteran finds himself eligible to receive the finest ophthalmological care which this country has to offer. In Army hospitals where the best of equipment and treatment is given to him, he finds that expense is no object and that even a most intricate and expensive operation will be performed if there is the slightest chance of restoring his vision. Even though he may not immediately accept his blindness as a reality, he is at least spared the uncertainty which many blind civilians face when they are unable to pay for first class hospitals and specialists. This fine free treatment cannot lessen the shock of total and permanent blindness. However, it may hasten the individual's acceptance of the fact since he knows that ophthalmological treatment of a higher quality is virtually non-existent.

Upon his discharge from the Army eye center, the blinded veteran found that an extensive program of rehabilitation had been established to help him learn the new techniques for independent travel, personal hygiene, recreation, etc. The training center at Avon to which I refer has, of course, subsequently been closed, and if the veteran has been so unfortunate as to take some time in losing his vision he will not have the benefit of such a program. The specialized training center where a sizable group of blind individuals lived together, learn new techniques and talk over their common problems is a benefit which is not generally available to the newly blinded civilian. At the training center, the blinded veteran had the chance to examine and try out different jobs to determine his preference as well as his capabilities.

Upon leaving training center he found, that unlike the blinded civilian, his major problem was not a financial one. He was not seriously burdened with anxieties about his ability to provide for himself and his family. If necessary, the veteran could take a breathing spell in which to re-establish

his family life, renew old friendships and look about for suitable employment. He had the broad vocational training program of the Veterans Administration together with its advisement and guidance and sometimes even a degree of assistance with placement. All of these constituted assistance which is available to the blinded civilian only in a lesser degree or not at all.

Probably the most valuable aspect of these benefits was the manner in which they were made available to the veteran. He was allowed to retain all of his self respect even though he received a great many different benefits. Because of his status as a disabled veteran there was never any doubt about his entitlement to these benefits. Consequently any taint of charity or patronization was removed because of his service in the Armed Forces, whether this was voluntary or otherwise, his Government considered that he was deserving of its assistance.

The Government, however, maintains this attitude only on the behalf of its ex-warrior. The civilian may have rendered invaluable service to his society and to his country over a long period of time. He may have given sons to the war. Regardless of this, he is eligible to only a small portion of the aid and assistance provided the veteran. It is true that the government's program for handicapped persons has expanded and improved considerably in recent years but this program represents a philosophy which is not in keeping with the views of many Congressman and government officials.

It is certainly too soon to determine the relative value of the various benefits provided for the blinded veteran. The effect of these benefits, however, is worthy of careful study by those who are interested in improving the lot of the young employable blind persons. Some of these benefits have been severely criticized but the criticism has been directed toward the theory without sufficient consideration of the results.

It has been said that adequate monthly compensation destroys initiative and incentive. Although the blinded veterans are presently receiving a fairly high rate of disability compensation, a sizable percentage of them have found gainful employment. The most recent figures indicate that over 55% are either gainfully employed or in training with an employment objective. Many others have made good use of their disability compensation. It is encouraging to note the number who are buying their own homes. If a definition were ever written, it would certainly include a stable happy family life and home.

If the programs and benefits developed during the war for blinded veterans are to mark the beginning of more effective assistance to blind persons, their value must be proved and demonstrated. The public must be shown that in return for an expenditure on the part of the government the blind person is enabled to make his own way and be a productive member of society. Persons responsible for the drafting of programs must be shown that certain benefits do not destroy initiative but merely hasten the return of a lost security.

The Blinded Veterans Association, is determined to play its part in proving that even though good rehabilitation programs are costly it is much more expensive to neglect them.

At its last annual convention, the BVA approved a program of counselling and placement for blinded veterans. This program was developed not to duplicate any other service but to fill in the gaps. Through this new program the BVA hopes to spearhead new methods of placement and follow-up. If this is done effectively, it will undoubtedly improve the chances of other blind people where healthy productive employment is concerned.

This demonstration job will entail comprehensive surveys to determine the true employed status of each blinded veteran. The BVA hopes, through its new program, to compile a volume of information which will serve as an indication of the real worth of the Army and Veteran's Administration rehabilitation program. Since the Veteran's Administration's rehabilitation program has suffered many set backs, due to personell cuts and other complications, the BVA will strengthen its own structure throughout the country and attempt to provide the essential placement and follow-up service which is needed to cut down the list of unemployed blinded veterans. This placement service will be carried on by blinded veterans who have been trained carefully in the latest placement methods. They will be charged with the responsibility of placing blinded veterans in positions which are compatible with their preference and capabilities in order that their employers may be more easily persuaded to hire additional blind employees.

Many prominent industrialists across the country have indicated their desire to help the blinded veteran. In some cases, these employers have never before hired blind people. It is the blinded veterans responsibility to make a good impression and disprove the old taboos which many employers retain about hiring the blind.

The BVA feels very seriously its obligation to spearhead new and progressive steps in work for the blind. This is especially true while the public as well as the employer is willing to give the veteran at least a fair chance.

If the BVA is to be successful in achieving its goal it will require the cooperation of individuals and organizations whose long experience has made them aware of the pitfalls and obstacles in the way of such an endeavor.

The Blinded Veterans Association has placed its faith of a human being to rise above any so-called "physical handicap". The organization's future activities and development will be based upon this faith.

THE DEAF-BLIND

by Mrs. Dorothy Bryan, Director
Services for the Deaf-Blind
American Foundation for the Blind New York, New York

We have always known that it was not lack of interest or desire to help that kept the deaf-blind from receiving service. Rather, it was a lack of understanding of the problem and knowledge of how to approach it. When the Department of Services for the Deaf-Blind was initiated a little less than three years ago, certain interested and energetic workers had been doing what they could for individual cases, but there was no organized plan for the group as a whole. Now, with a department giving its full attention and thought to this problem, workers are turning to it for help, and the increase in interest is very noticeable. We realize that the bulk of the work with this group rests on the shoulders of the workers in the field, the people who have the most direct contact with the deaf-blind--people who have heavy case loads but big hearts, boundless enthusiasm and ability. It is our hope that we may be of real help to them, may lighten their burdens and lend a hand wherever possible.

It has been gratifying to see the changes that have come about since there has been a resource to which workers can turn for help--a resource for practical suggestions, not only for individuals, but for state-wide planning in each state, and a resource from which material aids may be obtained to enable the worker to assist the deaf-blind to an adjustment toward a happier and more worthwhile life. While we know that only the surface has been scratched, that only a beginning has been made, we feel the time will come when these people can no longer be considered neglected. We may not be able to eliminate their isolation, but we can lessen it; and we know that the effect of the handicap of deafness and blindness can be counteracted by helping the deaf-blind make the most of their abilities.

As you know, one of the first problems in establishing this service was to find out how many deaf-blind people we have in the country, where they were, into what age groups they fell, and what their specific needs might be. It was estimated that there were at least 2,000 deaf-blind. Evidently this was a good guess, as our figure now stands at approximately that number. In the course of time many names have been removed and others added, but it has left the total near the same. In striving to bring the register up-to-date, agencies for the blind, deaf, and hard-of-hearing, as well as schools for the blind, schools for the deaf, and interested individuals were contacted. All these resources were of great help, yet we know that the register is still far from complete; and each time we go into a state for the first time we add many new names. This is partly due to a lack of understanding of the very broad definition of deaf-blindness used by our program.

The name of the department is, under the circumstances, misleading. We feel that a hearing loss sufficient to prevent the carrying on of normal activities presents a very real problem, and, that by considering and working with such cases, we may be able not only to prevent complete loss of hearing but to work out an adjustment for the individual which would be far more difficult if he were left without help until his hearing was completely gone. For this reason, the Department of Services for the Deaf-Blind includes anyone who falls within the commonly accepted definition of blindness and who has, in addition, a hearing loss sufficiently great to bar him from normal activity. As you can see, the decision as to whether or not a client needs our help is left largely to the discretion of the worker.

It is usually easy enough to obtain good medical reporting on eye conditions as a result of the procedure established to determine Aid to the Blind, Vocational Rehabilitation Service, etc. Unfortunately, it is much more difficult to obtain similar information in regard to a hearing loss, and we have not had sufficient reporting to be able to make any conclusive studies of hearing losses in this group. There is fully as much need for testing by an otologist to detect the amount of loss, the cause of loss, and the chances for restoration as there is for examination by an ophthalmologist. This is of primary importance when a hearing aid is considered.

Only too often people have not had the benefit of testing for hearing aids. In many cases a hearing aid that would give some useful hearing, even though the results did not approach normal, is advisable. A fund has been set up at the Foundation to provide hearing aids for these people when there is no other money available for them.

When there is no possibility of restoring a client's hearing or a hearing aid making ordinary conversation audible, the first obstacle to surmount will be that of a satisfactory method of communication. The American Foundation for the Blind continues to seek a quicker, easier and more satisfactory method of communication, but no one method will suit every individual. It is important that the worker be familiar with the various methods so that, with knowledge of her client, his physical condition, educational background, and living situation, she will be able to select the method best suited to meet his needs. The single handed manual alphabet is still the most commonly used, but it would be of no use to the man crippled from arthritis or the woman living in a convalescent home where no one else could use it. Obviously some other method such as the alphabet glove, tapping, cursive writing with the finger, air writing, or block printing in the palm would be more practical for these cases.

As in dealing with any people, we must remember that the deaf-blind are a cross cut of humanity, and we will find the intelligent, the dull, the optimistic, the pessimistic, those with financial security, as well as those with none, those with education and the illiterate. However, there will be certain problems shared in common because of the loss of sight and hearing. There is the inevitable feeling of loneliness, of frustration, the privation of human contact, and the inability to keep abreast of occurrences in their own homes as well as in the world at large. It is also necessary to bear in mind the fact that deafness will preclude certain activities carried on by the blind, and that with the double disability, the attitudes, reactions, and responses of the individual will differ from those of the seeing, the blind, or the deaf, or the hearing. It is often difficult to realize what a very limited scope a deaf-blind person has--that no matter how intelligent he may be, he will at times appear slow, dull, or odd, because of his inability to get things quickly or express himself with ease. Yet, as one deaf-blind person wrote, "I believe that the majority of the deaf-blind are on a par with the hearing blind, but there are far fewer ways in which they can show their natural abilities or put them to practical use. That is the tragedy of it. It is such a waste of good material."

With proper education and training much of this waste could be eliminated. As fundamental patterns of behavior are formed during infancy and early childhood, it is of particular importance that the parents of pre-school deaf-blind children be contacted and given guidance and encouragement. This service stands ready to do this counseling directly or through the worker in the local community. As you know, there are three schools with

departments for deaf-blind children. Naturally the tuition for out of state children has to be high. Often it has proved prohibitive for parents, and frequently there have been no state funds to meet this need. Now the Foundation will cover this tuition and help to arrange for the child's entrance. There is also a scholarship fund to enable outstanding deaf-blind people to obtain higher education and specialized training.

Early in the growth of this program the lack of certain material aids became apparent. We realize what an important part they play in helping a person adjust to his situation and in making life happier and more interesting. The American Foundation for the Blind has, therefore, set up a fund to provide a variety of these things. Articles which may be procured through the Foundation are, of course, hearing aids, braille writers, typewriters, braille watches and alarm clocks, braille writing materials, and any other needed items that come to the attention of the worker. The Foundation also furnishes material for handwork. Even though some may never be able to make saleable articles, deaf-blind people need the therapeutic value of working. Since most of the states give material for handwork only during the learning process, clients unable to make saleable articles are left without a much needed occupation. Material for handwork is furnished by the Foundation to meet this need.

At this point in the development of the work, we feel that the service angle is far more important; and we must see that these people are at least started on the road to better living before we go into other phases of the work. With this in mind, the Director and her Assistant, who came into the work last April, are devoting their time primarily to field work--going into the states as rapidly as possible to assist in planning for the deaf-blind citizens and training personnel to work with them. Simultaneously, consultant service is carried on through correspondence. Since great numbers of the deaf-blind have been visited by the Director and Assistant Director, correspondence is now carried on with many of these people. It has been found that a semi-personal letter sent from time to time meets a need and is of importance to the individual. Through these letters, the individual not only derives pleasure and an answer to his questions, but helpful information and practical suggestions. Through the careful wording of letters new words are added to what is often a limited vocabulary. It is important for all workers to realize that because of deafness or even impaired hearing, the deaf-blind person's vocabulary will, in all probability, be limited. New words will not come to his attention and familiar words may be lost through disuse.

Ignorance of deaf-blindness has made most of the workshops for the blind believe that the problems of training and employment were impossible. However, it has been shown through the very fine program at the Industrial Home for the Blind in Brooklyn that deaf-blind people can master all the operations performed by the blind in a workshop for the blind. To assist the workshops and to encourage employment of these people in their own communities, the Foundation has offered to pay for training of supervisors from these places if they will agree to employ deaf-blind people. The Industrial Home for the Blind has agreed to carry on this training program, and those taking advantage of such an offer will be fortunate indeed to learn about the outstanding work being done there.

Many deaf-blind persons will be able to take employment in industry or start businesses of their own. A knowledge of the deaf-blind person's experience before loss of sight and hearing, will make it easier to assist him and find types of employment which will interest him. This search for employment is no simple task, but we do know that it is possible for it has been done in

many places. When this Department made its first survey of occupations, it was pathetically meager. Since then many new types of employment have been and are being brought to light, and we feel strongly that if the resources of the community are well known, there will be a place for the deaf-blind person.

Of course, employment is only one small part of the whole picture. Participation in life, giving as well as receiving, is a necessity for a well rounded existence. For this reason, the worker is going to want to do everything possible to interest the community in the problems of the deaf-blind and make it realize that these people are a part of their group. The Department of Services for the Deaf-Blind is continually striving to educate the general public on this subject.

Too often, the public is unaware of the deaf-blind people in the community. Too often, those who do know of them have a tendency to under-estimate the intelligence and ability of the deaf-blind. The deaf-blind people are fully aware of this and naturally resent it. They do not want patronage, condescension or moralizing. They want to be accepted as human beings, not oddities. They recognize the fact that there are certain limitations for them--that they will need help in many ways, but they are anxious to be as independent as possible and to have the privilege of lending a helping hand to others whenever they can. They have a great deal to give and unless we have given of ourselves to help them get their needed and rightful start, there will be no chance for them to make a contribution. The world will be poorer for the lack of it, and there will be one more maladjusted, unhappy individual where there might have been a happy, adjusted one.

THE PLACE OF THE HOME TEACHER IN REHABILITATION

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In this discussion of the place of the home teacher in rehabilitation, the term "rehabilitation" will apply to the organizations which have been set up to render services which will fit blinded persons to engage in remunerative occupation. It will include, that is, state vocational rehabilitation or the rehabilitation section of your commission, bureau of services or council for the blind, or a private agency giving comparable service.

For a long time it has been the function of the home teacher to attempt the personal rehabilitation of blind adults. Any of you experienced teachers can undoubtedly point to a number of people whom you have not only helped to face blindness and adjust to the conditions it brings about, but have also given sufficient knowledge about handicrafts or orientation to enable them to carry on some gainful occupation at home or to obtain employment outside.

Public Law 113, passed in 1943, made possible not only the appointment of specialists in placement but also greater training facilities for training blind persons. However, the home teacher is still being called upon to do the ground work of rehabilitation in many instances.

There seems to be no uniform procedure by which rehabilitation and home teaching work cooperatively. Some home teaching agencies sell their services to rehabilitation. Others give part-time and even full time to rehabilitation without compensation. In the State of Pennsylvania (which I represent), a home teacher of the Council for the Blind is attached to each of the eight district offices of the Rehabilitation Section of the same agency. These teachers are available when a counselor feels that his or her services are essential in his plan for the client. In addition, two home teachers give two half-days weekly to instructing group classes in Braille, pencil writing and typewriting in the two adjustment training centers in the state.

This procedure has been operating in Pennsylvania for the past nine months. At no time during that period has more than a tenth of the home teaching section's active case load been cases carried cooperatively with rehabilitation. Perhaps this is a sufficiently large proportion, since the bulk of our work naturally falls in the upper age brackets where blindness occurs most frequently. Within the same agency, some rehabilitation personnel solicit much more home teaching aid than others. Casual observation leads me to believe that rehabilitation's majority of referrals are people ineligible for placement because of age or other disability.

This type of referral belongs to us. What I question is whether or not rehabilitation is as aware as it should be of the primary training which home teaching can offer, and if not, why not. Dr. Lowenfeld, speaking before this conference in 1946 said, "The home teacher is a link between a person's past and his future as a blind individual. On her rests the responsibility for the personal rehabilitation of the newly blinded. If this link is a weak one, all the other efforts of an agency cannot make up for it. If it is a strong link, it can carry an organization to full success toward rehabilitating blinded citizens."

Statements like this are exceedingly challenging and thought-provoking. It makes one acutely conscious of what home teaching has done and can achieve. It strengthens my feeling that home teaching has an invaluable contribution

to make toward organized rehabilitation. As individuals and as a group we should ask ourselves how strong a link we are; how ready we are to make the contribution.

Even if there were enough adjustment training centers (that is, group training set-ups, patterned on the Valley Forge and Avon courses that the Government used for service men during and after the war), even if there were enough of these for all clients, not every newly blinded person could profit from such group training. Some personalities are of such structure that they could be seriously damaged emotionally by being removed from a familiar home and community environment and thrust into a strange and competitive situation.

After all, does not the average home make a good training ground for many newly blinded persons? We need to ask ourselves whether or not we have investigated and are using all its resources. Almost every household possesses a hammer, a screwdriver, a chisel, pliers, and perhaps a saw. As a step in learning to manipulate these tools, a client can do something useful about the home like tightening a door knob, tacking a new pad on the ironing board, tacking or glueing new seat covers on the breakfast chairs, or splicing an electric cord. After he can handle the tools fairly easily he can begin to construct simple things like a box for tools or kitchen cutlery, a magazine rack, some shelves for the kitchen or living room.

Progressive lessons in cooking and sewing afford the same kind of opportunity to acquire manipulative skill. While they improve manual dexterity they can emphasize how valuable the senses of touch, hearing and smell can be in the performance of everyday living. The client's accomplishments through these lessons are an important element in his social adjustment, because they make him aware of his ability to contribute something to the group of which he is a part and therefore foster his own self-confidence and self-esteem.

Though I know that some of you have been doing thoughtful work, I know that all of us have been guilty of letting leather belts and ready-made leather articles stifle our imaginations. A belt has value as a lesson. From it a beginner can learn to observe size, texture, shape of pieces of material. In assembling the pieces he can be taught to follow simple verbal directions. Pulling and fitting the links into place will limber his finger muscles. But he should graduate soon from belts, and move on to cutting his own leather cases and purses, cementing them, punching them and lacing them with real leather lacing.

Have you given any consideration lately to your presentation of communicative skills, that is, Braille, pencil writing and typewriting? Are you using the same Braille text that you have used for years, presenting Grade One, Grade One and a Half, and Grade Two, or are you attempting a more modern, scientific approach with your better-educated, more intelligent client group? Do you give the same subject matter to every Braille pupil, or do you study the individual and plan your assignments accordingly? One pupil I knew made no progress in Braille reading at all until she was given a knitting pattern as a lesson for study. That was because she loved to knit and wanted to know how to read directions. A man found Braille reading boring and painfully tedious until he was given a stand operator's monthly report for study. He wanted very much to operate a successful stand, and the monthly report was meaningful Braille and worth the effort it required to read it.

Rehabilitation frequently makes it a requirement that a man learn to write his name with pencil. Are you familiar with both square-hand and round-hand so that you can instruct whichever seems more feasible?

Do you know about the grooved board and the grill and the folded paper method and a half dozen or more boards with guides that have been invented as aids to sightless writers with pencil or pen? Are you rigid about the device that should be employed or are you willing to let your client try out a variety of means, permitting him to use the one that suits him best?

As you know, most rehabilitation workers lay great stress on their client's ability to travel. Are you acquainted with one or several cane techniques that are being used today? Do you know anything about guide dogs and how they work? Can you instruct a client how to use a good guide and a poor guide, effectively? All of these are known means of travel, and your client may seek your assistance in one or more of them.

One rehabilitation agency borrows a home teacher full time to give lessons in orientation to adjustment trainees. The head of a vocational rehabilitation agency told me that he was contemplating employing a full-time home teacher of his own instead of using the one in the local agency, because he needed someone who was thoroughly conversant with travel techniques.

We home teachers have learned how to do a great many things ourselves. Most of us have not been taught special methods of presentation. We have had to find them out by trial and error. I think that, as a group, we should encourage those responsible for our training courses for home teachers to include these special methods in the curriculum. I understand that a beginning was made in that direction in the summer school sessions at Michigan this past year.

Last to be mentioned, but by far one of the most vital ways in which we can assist rehabilitation is through our recording. Good recording will keep the teacher and counselor mindful of the plan, will enable them to measure the progress of the case or the lack of progress and to ascertain the reasons for either. If our visits are made consistently and frequently, our lessons taught progressively, our recording done accurately and objectively, we should be able to furnish rehabilitation with such invaluable information as the following: - the client's ability to follow instructions; his manual dexterity; his physical and mental limitations; his ability to organize his work; his initiative or dependence; his attitude toward work; his family's attitude toward his working; his readiness for the job.

Let us sharpen our observations, modernize and improve our methods, increase our knowledge of crafts and skills and orientation, make ourselves alert to individual needs and differences that we may prove to be ready and entirely able to meet the demands that organized rehabilitation may expect of us.

SOCIAL WORK ASPECTS OF HOME TEACHING

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The title of my remarks, Modern Concepts of Social Work, implies a maturity in this profession that may be misleading. Social work as a profession was late in being born compared with the ministry, teaching, and medicine. It is true that we have passed beyond the time when volunteers from the wealthy and middle classes like Mrs. Lee of Henry Adams' creation, "plunged into philanthropy, inspected hospitals, read the literature of pauperism and crime, and saturated herself with statistics of vice," for a short time, only to become weary and disillusioned. It is true that the role of social case work has been clarified since Mary Ellen Richmond first defined it in 1922 as "those processes which developed personality through adjustments consciously effected between men and their social environment."

The two major developments that brought about the clarification of the role of social case work were psychoanalysis and the establishment of the Social Security program. With the establishment of the public assistance and insurance programs under the Social Security Act of 1935, governmental responsibility for meeting economic need became a part of the social philosophy of the United States. It does not now appear that other major political party can backtrack on that philosophy. Whether we will have or not have a social security program is no longer a political question. We have moved a long way from the campaign of 1936 when one of the major political parties campaigned against social security as regimentation and claimed we'd all be wearing dog tags. If there is any political controversy about social security at present it is in the area of how to expand it. At any rate, the governmental assumption of meeting economic need has freed social casework to proceed with its original conception of a treatment process directed toward problems of personality unadjustment as they are reflected in the individual's inability to function socially or as these unadjustments are caused by social dislocations.

The second major development that brought about the clarification of the role of social case work was psychoanalysis which became available in the early twenties and provided a highly developed and useful psychology. But it was not until the early thirties that a reformulation of psychoanalytic theory brought about a new understanding of the ego, that part of the personality that is in control of social adaptations; a new understanding of the role of anxiety and of the nature of the defense mechanisms. This focus on the ego was more readily useful to casework in its efforts to influence adaptive capacities than was the early emphasis on the "unconscious." So case work moved from the environmental treatment of Mary Ellen Richmond, to the "intensive treatment" and "direct treatment" of the late twenties when the first efforts to influence behavior and attitudes through psychological skills, rather than environmental conditioning alone, first appeared in child guidance agencies and then in family, medical and children's agencies. And now there is the modern classification of case work into, (1) social therapy and (2) psychotherapy. It is not possible to discuss this classification in detail, however, it is well to illustrate this broad differentiation that was recently made by Lucille Austin.

She holds that social therapy in case work consists primarily of the use of techniques designed to influence positively, various factors in the environment and of the effective use of social resources. It will be noted that social

therapy includes some of the elements of the old classification of environmental treatment, but is enriched by the use of relationship in treatment and by psychological knowledge about the way external dangers generate anxiety and weaken the ego. Treatment involves the use of the worker-client relationship calling for the ingredients of courtesy, respect and sympathy. Some common elements of this treatment are helping the client secure and make use of the social services, opening opportunity for better contacts with reality and changing negative factors in the environment. The main psychological aims according to Mrs. Austin are the prevention of bad effects of accumulated strains and the preservation of attitudes of self-confidence through encouragement, reassurance and clarification of reality issues. Many of you here today undoubtedly use social therapy in dealing with the social difficulties that grow out of loss of income through illness, disturbance in the economic balance resulting in depression or periods of "hidden depression" such as our present inflation, that grow out of the death or illness of parents with the resulting disruptions of the household. And, of course social therapy is called for in appropriate care for the aged, the disabled and the handicapped. Social therapy does not dismiss the importance of knowledge of family diagnosis, it recognizes the family rather than the individual as the unit of focus. It need only be mentioned that social therapy calls for a minimal use of directive and educational techniques, for you know when such techniques are used the client too often reacts with the feeling that the worker wishes to improve or reprove him.

The second broad classification is psychotherapy. May I remind you that psychotherapy in case work is being conducted in conjunction with consulting psychoanalysts, who aid in establishing controls through diagnosis and by the teaching of dynamics that underlie the development of treatment skills. May I also point out that in any given instance the case work treatment approach and emphasis is determined by the following variables: (1) nature of the problem, (2) psychodynamics of the case, (3) actual life circumstances, (4) worker's capacities, (5) agency function, and (6) community resources available. With these factors in mind, psychotherapy in casework might then take responsibility for persons with breakdowns in social relationships, marital relationships, work adjustments and parent-child relationships provided these persons have some awareness of psychological components in their problem.

There are three approaches or sub-classifications in psychotherapy, viz. supportive therapy, insight therapy, and the experiential or intermediary approach. We will have time only to discuss the most familiar approach - supportive therapy. Supportive therapy was first used in case-work as a way of working with chronic cases and with the aim of preventing further breakdown. It was found, however, that the reason for the pathology and chronicity in many of these cases was in the personality of one or more of the family group rather than in the environment. Actually, this is a dynamic ego-supportive process that uses the techniques of reassurance, permissive attitudes that relieve guilt and a protective relationship. It is particularly suitable for people who are well enough to live in the community and who are able to participate in certain aspects of adequate social functioning. Such cases are often referred to case-work agencies by other agencies in the community and may include the pre-psychotic and psychotic individual, persons with infantile character structures and sometimes severe neurotics.

A quick way to explain this process is to give an illustration. The S case is a successful example of the use of supportive therapy.

This family had had, in five years, two brief contacts with a private family agency and one contact with a public welfare agency. They needed financial assistance when Mr. S. was changing jobs. The study revealed that Mr. S. was a psychopathic personality who, surprisingly, had settled down to fairly steady work since his marriage. Mrs. S. had great capacity and need to mother anyone needing affection. Her mother died when Mrs. S. was 7 and she seemed to have incorporated the mother in identification and molded her actions accordingly. She married Mr. S. because she was sure she could make something of him. She loved him completely, denying him nothing. She catered to his food fads, was proud of him when he dressed well, and admired his charm. She provided for him the complete gratification of infantile needs which psychiatrists have indicated is necessary to supply in any experimental therapy with a psychopath. Here Mr. S. had it in a real life relationship and in return he worked and showed no tendency to delinquency. He liked the children and they loved him because he played with them and was one of them.

The primary contact was carried with Mrs. S., who early gave warning to the worker that her destiny was to develop Mr. S. and that she wanted no criticism of him or sympathy for herself. She indicated this as she told how she broke contact with her family who had not approved the marriage and had suggested she leave Mr. S. The worker accepted Mrs. S. hopes for the future and showed she understood Mrs. S. had much at stake. At points of significance when Mr. S.'s selfishness and lack of concern for Mrs. S. were indicated in observation of Mrs. S.'s lack of clothing, and so on, the worker did not comment, but again accepted Mrs. S.'s feeling that this was of secondary importance to her. In the relationship Mrs. S. had a worker who was not like Mrs. S.'s relatives but who perceived the difficulties Mrs. S. had and accepted her primary goal as most important. The worker did not try to get Mrs. S. to focus on a different picture of her husband, or to see herself as a long-suffering person. The quality of the relationship deepened as the worker's comprehension of the individual problem and the family balance increased. Mrs. S. was strengthened as she felt she had an ally in the caseworker.

You will agree that such use of psychotherapy is a social economy when compared with the costs of institutional care, placement of children, and the disruption of homes. By granting financial assistance temporarily and by arranging for nursery care for the children, a psychopath was protected from breakdown and kept in a socially useful role, a neurotic woman was sustained and a home was continued for children in their early years.

Before leaving casework, it is necessary to point out that there is not full agreement among the authorities and experts in this field. We are not unlike the conflict-ridden fields of economics, political science, or even psychiatry itself, in this respect. It is in this area that a layman has a shaky status. So we won't go any further than to point out two of the reservations that have been raised about the use of psychotherapy in case work. The first of these is that the case worker appears to be in an uncertain borderland between social psychiatry and social case work instead of being located on an independent ground that is clearly inside the borders of social work. The second question has pertinence for the schools of social work. We are preparing case workers for the field of social work. For what responsibilities should we equip them? How and through what sources should this education be given and can the schools of social work do it within the present two-year graduate professional curriculum? Several of the schools of social work have already inaugurated a third year program of intensive psychiatric training in recognition of these new responsibilities. The next few years might witness a complete revolution in case work as we have known it.

It will not be possible today to examine all the methods in social work. It is well to remind ourselves, however, that case work alone does not constitute all of social work. We often forget the important roles of social group work, community organization, social research, social administration and social action. We should be cognizant of the need for the application of the group work process in group-living settings. We have too long neglected our children's institutions and we cannot dismiss them by saying that even at their best they are poor substitutes for family life. It has only lately been recognized that for many children group living may afford a real contribution to their adjustment and growth. It is necessary to make sure that this adjustment and growth takes place. We know now that these ends can be realized in institutions for child care, for the physically, socially and mentally handicapped through the social group work process. The values of group experiences in the treatment of persons with physical or emotional handicaps was adequately demonstrated in World War II. Relying upon psychiatric aid in diagnosis and treatment, group therapy has brought about a more individualized group work with greater use of social case work as a referral resource. A case illustration of this process drawn from an agency in which the Group Therapy Department cooperated with the C. W. Dept. of the same agency shows the treatment of a withdrawn rivalrious boy.

Bob, aged 13, was referred to the agency because he was disobedient and unmanagable at home. He displayed numerous fears and said he wanted to be placed away from home. He was very frightened of other children and constantly anticipated being beaten. He preferred to remain at home reading rather than playing with other boys.

Bob was the oldest of three children. The other two were girls and were preferred by the mother because of their sex and because of their compliance with her rigid standards. Bob's intense jealousy of his next younger sibling was traced back to the trauma of sudden weaning he experienced at her birth. The parents were separated and the father had no interest in the boy. The mother was a cruel, destructive person who identified Bob with his father and hated him.

Bob was referred to group therapy after one year of casework treatment during which time his fears were somewhat diminished. It was felt that the group experience would offer this youngster an opportunity to secure masculine identification to compensate for the castrating experience at home.

It took a long time before Bob felt sufficiently secure in the group to approach other children. At the beginning he was almost completely withdrawn and clung to the therapist for protection. With the therapist's help Bob learned to play ping pong and derived much pleasure from the game. It also prepared the way to bring him into contact with the other boys. Almost immediately he ran into difficulty with a rivalrious, aggressive boy who resented the attention the therapist paid to Bob. Because of Bob's timidity, he was easy game for this boy. Most of the conflict between them centered around the ping pong table, especially when Bob played with the therapist. The other boy would attempt to provoke Bob by calling him names and by physical assaults. At the beginning Bob made no move to retaliate but gradually grew braver and began verbally to threaten revenge. Finally the situation came to a head when Bob was able to hit back. This final step occurred, however, only after Bob had become quite secure in his sense of accomplishment in the group.

As the group experience began to show effect on Bob's personality and as there was a beginning assertiveness and masculinity, his adjustment at home improved. In the group Bob became a mature, functioning member.

He took under his wing one of the weaker boys and protected him from the aggression of others. He was now able to accept the therapist's helping other children without any anxiety. After a year in the group, Bob's attendance began to drop off and it was felt that he was ready for a less protected group in a settlement house.

The case was closed when it became apparent that Bob no longer presented any overt problems. He was getting along well in school, had friends, his relationship with his mother was much better, and there was no longer rivalry with his sister.

If there had been a kindly father in this home with whom the boy could identify, this situation might not have developed. The opportunities the group offered for the acting out of the child's problems might be described as "activity catharsis." You will note how Bob reacted to his mother's rejection by his almost parasitic dependence on the therapist and his intense rivalry with any other child who attempted to displace him.

Before closing my remarks it should be of interest to those of you in the field of home teaching for the blind to note some of the recent stock-taking that is occurring in our field. In his address to this body in 1946, Dr. Lowenfeld defined home teaching of the adult blind as "a profession within the field of social work which aims at the personal rehabilitation of blind individuals by helping them to overcome the effects of blindness." He pointed out that the home teacher need not be a technically qualified social case worker for the performance of her duties. At the same time, he indicated the need of using the professional skills of other qualified persons. Therefore I would like to share some of our concerns with you. We are now and have been for sometime concerned that the public doesn't really know who we are and certainly is confused about what it is that we do. This is particularly true of social case work. When caseworkers explain their roles as kindly, intelligent people who know community resources and are experienced and ready to help a fellow out when he is in trouble, people wonder why we call such commonplace skills, "professional." If, on the other hand, case workers explain themselves in terms of counseling in helping the client to see his real problem to recognize and evaluate his own reaction to and behavior in the face of that problem (the role of the psycho-therapist outlined above) then the public raises the question, "What is the difference between that and psychiatry?" And again we are still identified as a profession dealing with failure of one kind or another. Social work is still thought of as a profession dealing with the poor. We know of people who need case work services walking around the block three times before they can get up the courage to come in and join what they consider a "ragtag, bobtail clientele." And group work is no better off. Group work is not just basketball games, sunrise services, nature trips, discussion groups, ballroom dancing, etc. led by a person of good-will with an outgoing personality. Yet the public has this concept of group work instead of as we have seen a professional field of practice ranking along side of the better established fields of education and psychiatry. As home teachers with the central function of rehabilitation and helping you are obviously more than just teachers. I don't know whether you have had a poll of public opinion as to what the public thinks you are or what you do. It would probably be a safe guess, though, that the public looks upon you primarily as teachers and is not familiar with your role as helper of the total personalities of those under your care. I am sure that outside of the elite, the function of the school social worker, formerly called visiting teacher, is not clear. But certainly the term visiting teacher was a misnomer.

We are concerned and the investigations of public assistance that have made headlines throughout the country should also be of particular concern to you. The recent uproar in New York City and Baltimore assumed national proportions. Some of the charges sounded like those of the thirties when the field of social work was called upon to administer huge relief programs destined to keep our economy intact and to tide over millions of hungry, angry, smouldering unemployed people. Again we hear that many persons receiving public assistance shouldn't be receiving it; that social workers keep people on relief unnecessarily, that policies are dictated by Washington, that public assistance weakens people, that assistance payments are too high and that administration is inefficient. Some of these charges are true, painfully so, some half truths and some downright falsehoods. The pity of the matter is that those who will suffer most are the recipients of public assistance - the blind, dependent children and the aged. To all of us this is a challenge, not a new one to be sure, but one in which the mettle of the field will again be tested. I have no doubt, as I said at the beginning of my remarks, that the social philosophy of the people of the United States does not encompass the dismemberment of our social security program. Rather it appears that we are at the eve of much greater security for our people - we are where public education was thirty years ago. We are on the horizon of a long and useful future of service and devotion..

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PERIODIC LITERATURE OF USE IN THE HOME TEACHING PROGRAM

(Howard M. Liechty)

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Monsey, New York

Most of you are familiar with the Matilda Ziegler Magazine for the Blind, and I know that many teachers use the Ziegler Magazine as a teaching tool in Braille or Moon reading. Therefore, rather than recommend this publication to you as one that you already know and use, I think it would be well to discuss some matters in its use that might be helpful to you and to us who publish the Magazine.

The Ziegler Magazine has been, throughout its nearly 42 years, a periodical that combines the purpose of providing periodic reading matter for the blind comparable to that available to the seeing reader, with the purpose of disseminating information and news about activities in the world of the blind. Thus this Magazine commends itself to the teacher as a periodical in which many of her pupils will be particularly interested. Those who have become blind in maturity have, generally, had reading experience with ink print magazines and newspapers, and find that with reference to keeping up-to-date the Ziegler Magazine partly supplants the reading of which blindness deprived them.

Again, generally your pupils are adults, and the Ziegler Magazine is primarily a magazine that appeals to that age group. Also, the variety of the material published in the Ziegler Magazine will in all likelihood at least occasionally come within the scope of every reader's fields of interest.

You teachers are, of course, concerned with the Grade of Braille that your pupils should be taught. I speak as one who has had teaching experience, though not in your particular field of home teaching, nor by any means as an expert in teaching methods, nor yet in educational psychology. But, knowing Braille I can imagine how I would wish to be taught if you proposed to teach me to read and write it. I would hope that you would tell me that while there is a Braille character for each letter of the alphabet, as well as for numbers and for various punctuation and composition signs, there are also contractions and abbreviations which make for more rapid reading and faster writing, as well as for saving of space. I would wish to be taught all those Braille characters, known to me only as comprising standardized Braille. Nothing about Grade 1 Braille, Grade 1½ Braille, and Grade 2 Braille - - yes, even Grade 3 Braille! If you went through all that with me, and worse, proceeded to teach me Grade 1, only to inform me, after I had mastered it, that you had been holding out on me and were now pulling Grade 1½ out of your bag, I would, at the very least, give up in dismay. Then if you later ventured to suggest that I had still another Grade ahead of me, what frame of mind do you think I would finally be in?

I mean to say by this that Grade 2 Braille could no doubt be taught to practically every individual who is taught Grade 1½, provided it were just taken as a normal assumption that there are 185 contractions and abbreviations, and when you've learned them, that's that. For a start I would just have you say to me, "Come, let's learn Braille. Here is the alphabet, and this is how we begin," and then go ahead and teach me, keeping up right through the contractions until I had mastered what happens to be called Grade 2. No need to tell a poor novice, who has enough adjustments to make as it is, that there are both a harder way and an easier way out, and that Grade 1½ is the easier; for in fact the idea that it is easier is actually largely an illusion in the end.

Now, you will be curious to know why I seem to be championing the teaching of Grade 2 Braille and in the same breath recommend the Ziegler Magazine as a good practice reading medium, when as a matter of fact we do not publish the Ziegler Magazine in that Grade fully. We use no more advanced Grade than we believe our readers can read, since it is for them that we publish at all. In the wisdom of the late Walter G. Holmes, then editor of the Ziegler Magazine, and a recognized leader and veteran in periodical publishing for the blind, the progressive introduction of some Grade 2 contractions was begun in what was theretofore strictly a Grade 1½ magazine. This was a partial response to the wishes of some readers for Grade 2, and it was a recognition of space-saving advantages and speed in reading.

Other readers - - the majority, it appeared - - preferred Grade 1½, and many in fact claimed they could never learn Grade 2, and would therefore simply not be able to read the Magazine. However, in an experimental way and without having the plan formally announced, there was instituted the practice of adding Grade 2 contractions and abbreviations a few at a time. The process continued over a period of years, until all single-cell contractions and all abbreviations were in constant use, stopping just short of the use of signs requiring two cells. The logic of using practically all others seemed sound, the reasoning being that they are largely self-suggestive, and require little or no conscious effort to learn, given a knowledge of Grade 1½ to begin with. The precedent sign in the cell before the contraction in Grade 2 seems to be such a radical innovation to many Grade 1½ readers that it brings forth serious objections from them. But note this astonishing fact, that during the long period of gradual addition of Grade 2 contractions short of two-cell ones, in our Magazine, no expression of reader approval or disapproval was ever received. And very rarely, indeed, since that time, has a reader expressed difficulty due to the "mongrel" Braille. On the other hand, at least two periodicals that began in Grade 1½, and, in the interests of achieving the benefits of Grade 2 experimented with a sudden change to that Grade, lost a considerable number of readers in protest. Of course, it is the readers who suffer the loss, whether it is because they will not, or because they cannot, make the change to full Grade 2.

As our readers become unanimous in their favor of Grade 2, we shall surely publish in that Grade. You can help toward bringing that to pass. It is your function to teach to read, ours to supply literature in the medium taught by you.

This brings us to one more matter in this subject of raised type that we want to consider together, so far as the relationship between the Ziegler Magazine and the home teacher is concerned. It has to do with Moon type.

Is the teaching of Moon falling off? It is, if the diminishing number of readers of our Moon edition is any indication. If so, why is it not being taught as extensively as formerly? I would very much like to hear your expressions on this subject, and to learn just what is the truth about the attitude toward Moon.

I would welcome opinions contrary to mine about the need for Moon teaching, and will take this opportunity to state my own very simply and briefly. In spite of some serious shortcomings of Moon, I believe that there must be a considerable number of blind adults for whom ability to read Moon type would be definitely desirable. Some of them are people whose finger sensitivity is not and probably cannot be sufficiently developed to read the dots of Braille, but who yet could learn to recognize Moon characters and read them with satisfaction.

For some of these, Moon reading would constitute an introduction to tactile reading as such, and would lead to developing the finer sensitivity required for Braille reading. The tremendous space requirements of Moon, the impossibility of writing it by hand, and the limited amount of literature available in that type, may seem like good reasons for not teaching it. But so long as any blind person can be relieved of only a few hours a month of time hanging heavily on his hands, and if Moon reading can fill that need, both you and we would not be measuring up to the full extent of our privilege and duty to these people if we failed to provide him with the reading matter and the skill to read it.

If your views are different it would be helpful to hear them expressed; but in any case I wish to stress that in addition to the Braille edition, the Moon edition of the Ziegler Magazine, providing 32 pages of reading matter of current interest each month, is freely available to anyone. Some teachers find it useful as a teaching aid - perhaps you would too. It is the only secular periodical in Moon on this continent.

PRESENTED BEFORE THE EASTERN CONFERENCE OF HOME TEACHERS

October 10, 1948 at Hotel Bond

Hartford, Connecticut

By

*FRANCIS B. IERARDI

Managing Director, National Braille Press, Inc.

Boston, Massachusetts

During the early days of World War I when momentous things were taking place and world news was in the making, I realized for the first time how inadequate was the source of information for those who could not read daily newspapers or weekly reviews. The blind and deaf-blind were dependent upon others to keep them posted on what was going on about them. Naturally this medium of information was colored with personal opinions and the Braille reader could not discuss very intelligently topics of the day.

After joining the staff of the Massachusetts Division of the Blind, my contact with other blind people through the state revealed many who, like myself, wondered why someone could not sponsor a Braille weekly newspaper. This made me realize more fully the urgent need for such a periodical, and in 1927 it was decided to launch an experimental weekly for Massachusetts. To carry on such an experiment for three months, it was necessary to obtain \$500.00. The Massachusetts Association for Promoting the Interests of the Adult Blind gave \$200.00 and the late Mrs. Homer Gage of Worcester, then President of the Worcester County Association for the Blind, furnished the additional \$300.00 needed to launch the venture. Perkins Institution loaned us the equipment and provided space in the old workshop in South Boston. Thus on March 17, 1927, the first issue of THE WEEKLY NEWS was published.

Word of this new publication soon spread throughout the other states and requests for the magazine were greater than we, with our meager funds, could possibly fill. At the end of our experimental period, the circulation had increased from two hundred to six hundred copies. Perkins Institution furnished sufficient funds to complete the year. A campaign to raise funds was so successful that our venture grew by leaps and bounds and with this growth came greater responsibility for me. As I felt that this was too much for one person to assume, I undertook to enlist the interest of a few public-spirited citizens who would be willing to incorporate the project. This was accomplished in May, 1929. In 1930, we launched a woman's magazine, OUR SPECIAL, which is to my best knowledge, the only woman's magazine published in Braille in the world. A few years later, we developed a third periodical, THE HOME TEACHER, a magazine for home teachers and social workers for the blind. After a few years we were sufficiently organized to publish Braille periodicals for other private organizations and today we are embossing and printing nine separate magazines. Our monthly production is 29,161 volumes of Braille material, reaching the blind throughout the English speaking world.

In the early days of World War II, the American Red Cross felt it necessary to discontinue its training program for Hand Braille transcribers, in order to carry on more urgently needed projects.

Report of the Board of Directors

Report of the Board of Directors

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Report of the Board of Directors

Report of the Board of Directors

Report of the Board of Directors

During the year 1961, the Board of Directors of the Company has been very busy in carrying out its duties. The Board has met on a regular basis and has discussed and decided upon all matters relating to the Company's business. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits.

After the year 1961, the Board of Directors of the Company has been very busy in carrying out its duties. The Board has met on a regular basis and has discussed and decided upon all matters relating to the Company's business. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits.

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In the year 1963, the Board of Directors of the Company has been very busy in carrying out its duties. The Board has met on a regular basis and has discussed and decided upon all matters relating to the Company's business. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits. The Board has also been very active in the management of the Company's affairs. The Board has been very successful in its efforts to improve the Company's performance and to increase its profits.

Friends and associates of the National Braille Press realized that blind students in the field of higher education were dependent upon such a group of workers for brailled material which was not obtainable from the printing houses, and in 1943 the National Braille Press decided to sponsor a program for the training of volunteer Hand Braille transcribers. To date, we have trained approximately 1250 students, 228 of whom are certified. The Hand Transcribing Division, entirely staffed by volunteers, prepares transcriptions of request material, sent in by blind and deaf-blind individuals and organizations working for the blind in practically all countries of the world. This material varies widely; religious, medical and legal work, dietetics, logic, philosophy, psychology, economics, mathematics, patents, radio, weaving, canning, caning, baby care, care and raising of cats, dogs, canaries, rabbits, cook books, knitting and crocheting instructions, fiction and poetry, books for libraries for the blind, and all subjects needed by blind students. Among the assignments now in preparation is an Anatomy book, which, when completed, will probably exceed sixty volumes. When the volumes are completed and proofread, volunteer bindery workers shellac the pages and bind into covers.

It is obvious that such production could not be carried on in the limited space at our disposal in the Perkins Workshop in South Boston. A suitable building for our activities at 88 St. Stephen Str., Boston, was purchased in December, 1946, and has been occupied for more than a year. The additional space in the new plant is a great improvement in assisting the workers to get out the periodicals on schedule. Our purpose in accepting the work for other organizations is to provide steady employment for the blind and it is earnestly hoped that more people can be taken on as our funds permit further expansion.

When the National Braille Press was incorporated, some felt that it was a duplicating effort, but those of us who had the responsibility of encouraging this organization felt that there was room for such a plant if it did not attempt to compete with existing printing houses. It has always been the policy of this organization not to compete in any way with other printing houses but to give the blind reading material that is unobtainable elsewhere. It is our intention to continue this policy even though we may expand further in the field of Braille periodicals. What success the National Braille Press, Inc. has achieved during the twenty-one years of its existence, it owes to the friends of the blind and to my Alma Mater, Perkins Institution and Massachusetts School for the Blind.

THE HOME TEACHER Magazine

Miss Rowena H. Morse, Editor, THE HOME TEACHER
National Braille Press, Inc. Boston, Massachusetts

It is four years since I have had the privilege of talking to a gathering of the Eastern Conference of Home Teachers. Some of you may remember the 1944 convention in Boston and its highlight, the hurricane.

In the four intervening years THE HOME TEACHER has developed in various ways. Since everybody thinks numerically these days, you may like to know that in this period the circulation has grown from something over 500 to more than 700. This sounds small in comparison with the four-figure mailing list of THE WEEKLY NEWS and OUR SPECIAL, but when we consider that THE HOME TEACHER goes to a specialized professional group, we cannot hope to approach the size of the other publications of the National Braille Press.

Our magazine has grown in stature, too, because our readers have given it more interested thought. They have written us their opinions in communications for the Letter Box: they have taken issue with some of the articles printed (always a healthy sign) and they have furnished us with articles themselves. In other words, the magazine has come to stand on its own feet through the efforts of its readers to help it along. A professional magazine should be a medium for the expression of opinions and the exchange of ideas. If its readers do not take it seriously enough to have a hand in its make-up, it is not serving its best purpose.

The circulation and with it, we hope, the usefulness of the magazine has widened. As you readers know, it now reaches groups in Australia, Belgium, Chile, China, England, Egypt, France, Germany, Greece, India, Ireland, Jamaica, New Zealand, Palestine, the Philippines, Scotland, South Africa, Sweden, Switzerland and Wales, not to mention the nearer-home countries like Canada and Mexico. It amazes me to find how many of our readers in foreign lands understand English and shames me that, even with a dictionary, I can make little out of our communications in an alien tongue.

Although we do not maintain a service bureau, we like to be helpful when possible. Questions are put up to us that we cannot answer and these we refer to those who can. When we are able to tell a worker in South Africa how Americans run a pillow-case project, and so enable one to be established there, or to get the information about occupational therapy that a Swedish reader needs, it gives us a glow of satisfaction. You readers know how we were able to arrange for Braille slates to be sent to a school in China. Just how far we should go in providing, or being the means for providing, materials for less well-equipped countries, is a question. It may be that we should be careful not to seem like a "give-away" agency for fear of obscuring our function as a repository for ideas.

We have tried to reprint the new and the best thought in medical circles as it relates to the eyes, their diseases and what can be done for, and to prevent damaged sight. Some of our medical articles are tough reading, at least for me, but we have readers who enjoy sinking their teeth into such hearty fare, who chew it with relish and can really digest it.

Since some of our readers have shown an interest in psychology, we have used material on that subject and because so many of our readers deal with the elderly, we have thought studies of the needs and reactions of those past middle life

would be of value. Now that the medical profession has done much to make people live longer, it is concerned with making old age tolerable. This somewhat new branch of medicine, geriatrics, we keep in mind when selecting magazine material. Of course occupational therapy has much in common with our field in purpose and accomplishment and we are always on the lookout for suggestions in that direction.

Handicraft is a subject over which there is much shaking of heads. Whether it is better to try for something new or to confine the department to directions for simple crocheting and knitting, is a question. Even crocheting comes in for scrutiny when an English reader writes: "Why do you put in so many directions for crocheting? I don't know a single blind person here who crochets!"

When a Braille publication is asked for the privilege of putting some of its contents into ink-print, it is beginning to acquire a personality of its own. THE HOME TEACHER had a twinge of self-respect when the English NEW BEACON reprinted, of course with our permission, an article written for us by the Radio Engineering Institute of Omaha. This feeling grew as a worker with blinded soldiers asked for ink-print copies of an original series on table manners to use with her group, and a reader in Greece wished to turn into black and white, for distribution in her country, some of the medical articles she had read in our pages.

We try to keep the magazine open to new ideas, to print communications from our readers about ways of doing things found helpful to them, to give space to efforts of individuals or organizations serving the blind. That is why we tell our readers about such matters as hand transcribing programs, the students' project of the New York Public Library, the groups who make tactile pictures.

"Cooperation" is a much overworked word, but, because I do not know any other that will quite take its place, I am falling back on it to describe our aims in contacts with other organizations interested in blindness. We are always glad to publicize their good works and do not hesitate to turn to them for advice and assistance.

With the mounting cost of publication we feel obliged to limit the magazine more and more to professional readers. Exceptions to this, of course, are our readers without both sight and hearing. Although they are seldom teachers, we feel that if our publication can fill a need for them, they should receive it when possible. A word of thanks should go to those painstaking readers who forward their copies of THE HOME TEACHER each month to others ineligible to get it firsthand.

These are some of our aims and we have other desires in the backs of our minds. We should like to conduct a survey on what tangible accomplishments home teachers can show. We are all convinced of the courage, resourcefulness and the brighter outlook on life that home teachers take to their pupils by the silent force of example. And these are immeasurable gains for the newly blinded. But it would be an interesting study to learn how many of the men and women you visit are able to resume a place in industry. How many can go into sheltered shops? How many can earn something from articles made in the home?

We hear a great deal about the obligations of home teachers, but what are their privileges or prerogatives? This is a subject we should like to know more about - whether they have vacations with pay, if cars and guides are provided, or whether the cost of going about their duties has to be paid for out of their

salaries. And how do the salaries run in different sections? Does the satisfaction that comes from teaching compensate for small pay? How many have pensions to look forward to? If our readers were interested, an anonymous survey might clear up some of these points.

"Teaching is not a lost art, but the regard for it is a lost tradition," Jacques Barzun wrote in "Teacher in America." While this may have some application for the classroom, it certainly cannot be said of you home teachers. You have many loyal supporters. Not long ago an official in the Canadian National Institute for the Blind wrote us: "The home teachers are the fighters in the front line where work for the blind is concerned. It has been my privilege to witness miraculous transformations which come into the lives of blind people because of the splendid home teaching. A great debt of gratitude is owed by blind people to these girls who sacrifice their comfort and easy living to bring a message of struggle and success, backed up by the example of their own lives to blind people who would otherwise vegetate in idleness."

Not long ago, in doing some research on Braille publications, I found that readers of ink-print have some 17,831 periodicals to choose from, while readers of Braille have less than 100. Let us all have a hand in making these Braille publications the very best that we can!

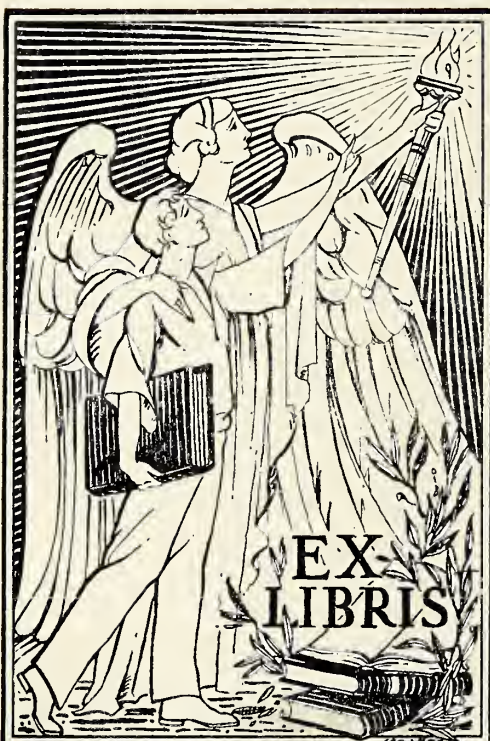
PROCEEDINGS
OF THE
FOURTEENTH BIENNIAL CONVENTION
OF THE
EASTERN CONFERENCE OF HOME TEACHERS
OF THE BLIND

* * * * *

JOHN BARTRAM HOTEL
Philadelphia, Pennsylvania
OCTOBER 1 to 3, 1952

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AMERICAN FOUNDATION
FOR THE BLIND INC.

PROCEEDINGS
OF THE
FOURTEENTH BIENNIAL CONVENTION
OF THE
EASTERN CONFERENCE OF HOME TEACHERS
OF THE BLIND

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JOHN BARTRAM HOTEL
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OCTOBER 1 to 3, 1952

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1951 - 1952
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Providence, Rhode Island

Walter E. Evans* President
Altoona, Pennsylvania

Ethel I. Parker* Vice President
Lawrence, Massachusetts

Alfred Allen Secretary
New York, New York

Theresa Wood* Treasurer
Brooklyn, New York

* * * * *

*Visually Handicapped

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Walter E. Evans
Miss Mary Hugo

Miss Theresa Wood

Richard Kennen
Miss Ethel I. Parker
Miss Dorothea Simpson

PROGRAM COMMITTEE

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Miss Mary Hugo

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EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

FOREWORD

The fourteenth biennial convention of the Eastern Conference of Home Teachers of the Blind was held on October 1, 2 and 3, 1952, at the John Bartram Hotel, Philadelphia, Pennsylvania, and in the following pages appear transcripts of all the available papers which were presented during the Conference.

The meeting opened at 8 P.M. on Wednesday, October 1, with Miss Dorothy Anderson, Assistant Supervisor of Home Teachers of the Pennsylvania State Council for the Blind substituting for Miss Sophy Forward, Supervisor of Home Teachers (who was suffering with laryngitis) acting as Chairman. Approximately 100 people were in attendance. Following an invocation by the Reverend Lawrence C. T. Miller of the Evangelical and Reformed Church of Philadelphia, the Conference was addressed by the Honorable William Brown, Secretary of Welfare of the Commonwealth of Pennsylvania, who extended an official welcome, to which an appropriate response was made by Mr. Walter Evans, President of the Conference. Mr. George Dauth, Acting Director of the Pennsylvania State Council for the Blind, also extended an official welcome, and was followed by Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind of New York who addressed the Conference on the subject of "The Home Teacher - Specialist in People."

On Thursday, October 2, papers were presented by Miss Marjorie Postley of Volunteers Service for the Blind, Philadelphia; Mr. Nelson Chappel of the John Milton Society, New York; Miss Ethel Beard of the Department of Occupational Therapy of the Graduate Hospital, Philadelphia; Mr. W. Earl Quay of the Pennsylvania Association for the Blind, Harrisburg; Mrs. Mary K. Bauman of Personnel Research Center, Philadelphia; Dr. Thomas M. McMullin of the School of Education of the University of Pennsylvania, Philadelphia; Mr. Charles C. Ritter of the American Foundation for the Blind of New York; Mr. Harold Richtermann of the Industrial Home for the Blind of Brooklyn, New York; and (in some brief remarks) an explanation of a Radio Equipped for Deaf-Blind Communication by Mr. James Roderick of the Blair-Center Branch of the Pennsylvania Association for the Blind of Altoona.

At 7 P.M. on Thursday, 108 people sat down to dinner - the biennial banquet - at which Mr. Stetson K. Ryan of Hartford presided as Toastmaster (in the regrettable but unavoidable absence of Mr. Peter J. Salmon of Brooklyn). During the evening messages of greetings were received from Miss Mary E. French, Miss Rowena Morse, and the Philadelphia Lighthouse for the Blind. Special guests of the Conference at the banquet, and each of whom responded briefly to the recognition accorded them for their work in behalf of the blind and particularly in behalf of Home Teachers of the Blind, were Mrs. Walter Price of Volunteers Service for the Blind of Philadelphia and Miss Marion Kohn of Philadelphia. During the evening the gathering joined in singing led by Mrs. Anna L. Murray of Beaver Falls, and later listened with interest and enthusiasm to a delightful Travelogue by Dr. Francis J. Cummings, of Wilmington, Delaware, who described a journey he and Mrs. Cummings made in 1951, which took them to Sweden, Denmark, Holland, Belgium, Switzerland, France, England and Ireland. All were agreed that it was a most enjoyable evening.

CHAPTER

The first part of the book is devoted to a general history of the United States from the discovery of the continent to the present time. It is divided into three parts: the first part contains a general history of the United States from the discovery of the continent to the present time; the second part contains a general history of the United States from the discovery of the continent to the present time; the third part contains a general history of the United States from the discovery of the continent to the present time.

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On Friday morning, interesting papers were delivered by Dr. Robert D. Mulberger of the Philadelphia Wills Hospital and Mr. Douglas MacFarland of the Delaware Commission for the Blind of Wilmington, preceded however, by a Business meeting which is summarized in the Minutes which appear elsewhere. Following luncheon, papers were given by Miss D. Milo Upjohn of the Philadelphia Protestant Episcopal City Mission and by Miss Evelyn C. McKay of McKay Associates of New York.

President Evans then installed the new officers who will serve for the 1953-1954 biennium, each of whom pledged his best efforts in serving the Conference during the next two years. Miss Ethel Parker, newly installed President, then adjourned the meeting sine die.

REGISTRATION

The registration totalled one hundred and eleven, with representatives from the following states and with a number of visitors not having registered:

	<u>Members</u>	<u>Visitors</u>	<u>Total</u>
Connecticut.....	11	2	13
Delaware.....	2	2	4
Maine.....	1	-	1
Maryland.....	7	5	12
Massachusetts.....	6	1	7
New Jersey.....	6	8	14
New York.....	7	14	21
North Carolina.....	1	-	1
Ohio.....	1	1	2
Pennsylvania.....	24	11	35
Rhode Island.....	1	-	1
	<hr/>	<hr/>	<hr/>
Totals	67	44	111

EXHIBITS

Throughout the Conference, interesting exhibits of equipment and technical devices for the blind, and of leather goods made by the blind, were displayed by The American Foundation for the Blind of New York and by the S. & S. Leather Company of Colchester, Connecticut.

Figure 1

Figure 1 shows the results of the analysis of variance for the effect of the treatment on the response variable. The results are presented in the following table:

Treatment	Mean	Standard Error	95% CI
Control	1.00	0.10	0.80 - 1.20
Treatment 1	1.50	0.15	1.20 - 1.80
Treatment 2	2.00	0.20	1.60 - 2.40
Treatment 3	2.50	0.25	2.00 - 3.00
Treatment 4	3.00	0.30	2.40 - 3.60
Treatment 5	3.50	0.35	2.80 - 4.20
Treatment 6	4.00	0.40	3.20 - 4.80
Treatment 7	4.50	0.45	3.60 - 5.40
Treatment 8	5.00	0.50	4.00 - 6.00
Treatment 9	5.50	0.55	4.40 - 6.60
Treatment 10	6.00	0.60	4.80 - 7.20

Figure 2

Figure 2 shows the results of the analysis of variance for the effect of the treatment on the response variable. The results are presented in the following table:

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MINUTES OF BUSINESS MEETING OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

Friday, October 3rd, 1952, 9:20 a.m.

President Evans called the meeting to order at 9:20 a.m. and it was agreed to dispense with the Roll Call, the same having been read during the banquet on the preceding evening.

Minutes

The Secretary read the minutes of the meeting held in Atlantic City on Friday, October 6, 1950, and upon motion of Mrs. Ethel Connor, seconded by Miss Mary Hugo, it was voted to accept the minutes as read.

President's Remarks

President Evans then addressed the Conference in well-chosen remarks which appear elsewhere.

Treasurer's Report.

Miss Theresa Wood reported that since our last meeting, at which time we had total resources of \$572.50, we had received certain sums and paid certain expenses which result in a current balance of \$918.17. (The Secretary added that additional memberships had been received during the meeting of the Conference, bringing the total membership to 96, including one Honorary Life Member, and that this money would be turned over to the Treasurer promptly.) Upon motion of Miss Hugo, seconded by Miss Reilly, it was voted to accept the report of the Treasurer, with an expression of our thanks for her fine stewardship of our financial affairs. (A financial statement appears elsewhere.)

Membership Committee

Miss Wood spoke briefly, as Chairman of the Committee, and paid tribute to the cooperation received from her two associates, Miss Evelyn Crossman of Rhode Island and Mr. Philip N. Harrison of Harrisburg, Pennsylvania. Miss Margaret Johnson, seconded by Mrs. Anna Murray, moved the acceptance of the report and it was voted unanimously so to do.

Resolutions Committee

The report of the Resolutions Committee, which was read by the Secretary, stimulated discussion with respect to Resolution Number 6, but after some explanation respecting the intent of this proposal, Mrs. Ethel Connor, seconded by Mr. Richard Kennen, moved for the adoption of the report, and with only a few dissenting votes, the motion was duly carried. The report appears elsewhere.

THE HISTORY OF THE UNITED STATES

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Report of the Nominating Committee

Reporting for the Committee of which he served as Chairman, Mr. Lenont Hackett of Baltimore then placed in nomination for Officers for the 1953-1954 biennium the following names:

For President: Miss Ethel Parker, Lawrence, Massachusetts
For Vice-President: Mr. Richard Kennen of Baltimore, Maryland
For Secretary: Mr. Alfred Allen of New York City
For Treasurer: Miss Ruth Laupheimer of Baltimore, Maryland

and then moved for the adoption of the report, and was seconded by Miss Lucy Corrigan.

The President then called for nominations from the floor, and suggested that in the interests of democratic procedure, we dispose of each office in turn.

For the office of President, Miss Loretta Noonan, seconded by Miss Theresa Wood, moved that the nominations be closed; it was so voted and Miss Parker was declared unanimously elected as President.

For the office of Vice-President, Mr. Lemont Hackett, seconded by Mr. Gale E. Brown, moved that the nominations be closed; it was so voted and Mr. Kennen was declared unanimously elected as Vice-President.

For the office of Secretary, Mr. Allen suggested that the Conference should consider seriously the wisdom of selecting some other member in that it seemed wise to make every effort to pass the office around at this time, and to give newer and younger members an opportunity to participate more actively in the work of the Conference. The Conference seemed to feel otherwise, and Mr. Edward Angelis, seconded by Mr. Hackett, moved that the nominations be closed; it was so voted and Mr. Allen was declared unanimously re-elected as Secretary.

For the office of Treasurer, Mr. Clearman Sutton, seconded by Mr. Richard Kennen, moved that the nominations be closed; it was so voted and Miss Laupheimer was declared unanimously elected as Treasurer.

Mrs. Connor, seconded by Miss Hugo, then moved for the unanimous adoption of the report of the Nominating Committee and the unanimous election of the entire slate as presented, and the motion was so voted.

NECROLOGY

President Evans reminded the members that since our last conference, three of our former esteemed members had passed on to their eternal reward, and the Conference then stood in silent tribute to the memories of

Miss Ivy Mead
Mr. N. C. Johannesen
Dr. Robert B. Irwin
Mrs. Isabel Kerr Kennedy

CORRESPONDENCE

At the request of Miss Margaret Crawford, Chairman of the Crafts Committee, the Secretary read a letter from Miss Marie Busch, Member of the Board of Directors of the American Association of Workers for the Blind representing the Home Teaching profession, and outlining the agreements which had been made in the past with respect to participation of each of the three Conferences in the U.S. and of the Canadian Conference of Home Teachers in furnishing material for the Craft Supplements for inclusion in the Home Teacher periodical published by the National Braille Press. Miss Crawford wished to know the attitude of the membership with respect to the continuation of these supplements and was given assurance that it was the wish of all that they should be continued. She then asked for and was promised the cooperation of the members, and Mr. Allen agreed to cooperate with Miss Crawford in any way necessary in furthering this program.

PROPOSAL TO ASSIST MEMBERS TO ATTEND CONFERENCE MEETINGS

Miss Theresa Wood spoke of the difficulties confronting certain of our members who could not finance their own expenses to attend our meetings, and suggested the possibility of extending some financial help in deserving cases. After some discussion, during which the difficulty of selection was stressed, it was voted to table the proposal.

ADJOURNMENT:

Their being no further business requiring the attention of the members, the business session was adjourned and the meeting resumed the hearing of the scheduled speakers.

Respectfully submitted,

Alfred Allen,

Secretary.

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

REPORT OF THE RESOLUTIONS COMMITTEE

We the undersigned, members of the Resolutions Committee, take pleasure in offering for your approval the following resolutions:

(1) BE IT RESOLVED THAT

the Conference express its grateful thanks and appreciation to the following people and that the Secretary be instructed to send each one an appropriate expression of our thanks:

To Francis B. Ierardi, Manager, National Braille Press, Boston, Massachusetts for complimenting the braille programs;

to the American Foundation for the Blind, New York, New York for complimenting the printed programs; and to Miss Irene Frankenthaler of its staff for her untiring services in so ably assisting the Secretary of the Conference in the discharge of his duties during the past two years and at this Conference;

to Mrs. Walter Price of the Volunteer Service for the blind of Philadelphia for furnishing braille copies of the craft directions used in connection with the paper on handicrafts;

to the Pennsylvania State Council for the Blind, Harrisburg, Pennsylvania and Mr. George Dauth, Acting Director, for the delicious refreshments provided following the opening session;

to Miss Gladys Norman, Collingdale, Pennsylvania, and her co-members of the Program Committee for the excellent program arranged for this Conference;

to Miss Dorothy Anderson, Philadelphia, Pennsylvania, and to her co-members of the Hospitality Committee for their innumerable courtesies and splendid cooperation in providing for our happiness throughout the Conference;

to the management and staff of the John Bartram Hotel for the many kindnesses extended in arranging for our every comfort and convenience;

to all the speakers at this Conference for their enlightening papers;

to Dr. Francis J. Cummings of Wilmington, Delaware for his delightful travelogue;

to Mr. Stetson K. Ryan of Hartford, Connecticut for so ably filling the breach as toastmaster in the regrettable absence of Mr. Peter J. Salmon;

to all those Philadelphia organizations who provided souvenirs;

to all the officers and to all the members of the Conference Committees who have carried out their responsibilities so admirably during the past two years.

(2) BE IT RESOLVED THAT

a letter be sent to Miss Lorraine Berger of Hartford, Connecticut expressing sympathy for her recent double bereavement which prevented her from being with us at this meeting.

(3) BE IT RESOLVED THAT

a letter be addressed to Mr. Peter J. Salmon of Brooklyn, New York expressing our regret that he could not be with us at our banquet and further expressing the hope that Mrs. Salmon would soon be well on the road to recovery.

(4) BE IT RESOLVED THAT

a letter be addressed to the Blind Relief Fund of Philadelphia, Pennsylvania, expressing our sympathy for the untimely death on the eve of our Conference of their beloved founder and President Mrs. Isabel Kerr Kennedy and paying tribute to her many years of devoted service to the blind.

(5) BE IT RESOLVED THAT

letters of greetings be sent to the underlisted beloved friends and associates of earlier days, whose contributions to our profession continue to exert a profound influence on our own work as home teachers, Miss Mary French, Providence, Rhode Island, our Honorary President; Miss Rowena Morse, Boston, Massachusetts, editor of the Home Teacher; Miss Florence Birchard, Boston, Massachusetts, editor of Our Special; Mr. Edward Schuerer of Boston, Massachusetts, first President of this Conference; Miss Lillian Garside of Watertown, Massachusetts, who though a nonagenarian is still a paid member in good standing of this Conference; Dr. Berthold Lowenfeld of Berkeley, California, great teacher and friend of every worker for the blind.

(6) BE IT RESOLVED THAT

the Conference adopt the practice of biennially recognizing in some appropriate form a member of this Conference whose past contributions to our profession have been of outstanding character and influence and that this member be invited to be our guest at the biennial banquet.

Respectfully submitted:

Miss Mary Curran, Chairman
Miss Mary Hugo
Mrs. Carolyn Sherman

BY-LAWS
OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

ARTICLE I

Name

The name shall be the Eastern Conference of Home Teachers of the Blind.

ARTICLE II

Purpose

The purpose of this organization shall be the advancement of the work of home teaching of the blind in all its phases.

ARTICLE III

Membership

Membership in the Conference shall consist of two classes - Active and Associate - and all applicants for membership shall be approved by the Executive Committee.

- (1) An Active Member shall be one now or formerly engaged as a home teacher by a recognized agency for the blind in the Eastern part of the United States, or a professional staff member of such a recognized agency which employs or trains home teachers, or a supervisor or assistant in a recognized agency for the blind who may have charge of the work of a home teaching department.
- (2) Any person interested in work for the blind may make application for Associate Membership, and shall have all privileges of membership except voting and/or holding office.

ARTICLE IV

Dues

The dues for Active Membership shall be \$5.00 biennially, payable on the first day of the biennium.

The dues for Associate Membership shall be \$3.00 biennially, payable on the first day of the biennium.

The biennium shall begin on January 1 of odd-numbered years and continue through to December 31 of even-numbered years.

ARTICLE V

Officers

The officers shall consist of a President, Vice President, Secretary and Treasurer. All officers except the Secretary must be active or former home teachers.

ARTICLE VI

Executive Committee

The Executive Committee shall consist of the duly elected officers and three active members, appointed by the President from states other than those represented by the duly elected officers.

ARTICLE VII

Committees

There shall be Membership, Program, Nominating and Resolutions Committees appointed by the President.

ARTICLE VIII

Meetings

There shall be biennial meetings of the Conference, the time and place to be determined by the Executive Committee. Meetings at other times may be called at the discretion of the Executive Committee.

ARTICLE IX

Elections

All officers shall be elected at the biennial conference, by the vote of active members (whose current dues are fully paid).

ARTICLE X

Terms of office

All officers and standing committees shall serve for two years, or until their successors are elected or appointed.

ARTICLE XI

Duties

The President shall preside at all meetings, call special meetings, appoint the standing committees, and appoint the three additional members to serve on the Executive Committee. The Vice President shall assume all the duties of the President in case of absence or incapacity of the President.

The Secretary shall assume all the duties associated with that office, including the collection of dues from the membership, which he shall turn over to the Treasurer.

The Treasurer shall receive from the Secretary all membership dues collected by the Secretary, and shall collect all other income, and shall make disbursements as authorized by the Executive Committee.

The Executive Committee shall select the time and place for meetings, and attend to any other matters delegated to it by the association.

The Membership Committee shall consist of three members appointed by the President, whose duties shall be to secure new members and to certify their eligibility.

The Program Committee shall consist of five members appointed by the President and its duties shall be to plan the program for the entire meeting. Plans shall be submitted to the Executive Committee for approval before the conference meets.

The Nominating Committee shall consist of three members appointed by the President, whose duties shall be to nominate the slate of officers to be voted upon at the regular meeting, with opportunity given for nominations from the floor.

The Resolutions Committee shall consist of three members appointed by the President, and its duties shall be to draw up such resolutions as may be deemed necessary for presentation at the business meeting of the conference.

ARTICLE XII

Parliamentary Authority

Except as it may be otherwise provided in these By-Laws, the Conference shall be governed in all its meetings by parliamentary law as contained in Roberts Rules of Order, Revised 1943.

ARTICLE XIII

Quorum

At any biennial or special meeting of the Conference, one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Executive Committee, a majority of the Committee shall constitute a quorum.

ARTICLE XIV

Amendments

These By-Laws may be amended at any biennial meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved by the Executive Committee or proposed in writing and signed by ten members in good standing and provided, also, that the same information has been mailed by the Secretary to each member at least thirty days before a vote is taken.

EASTERN CONFERENCE OF HOME TEACHERS
FOR THE BLIND

MEMBERSHIP LIST 1951-1952

CONNECTICUT

*Berger, Miss Lorraine N..... 2108 Main Street, Turnbull
Brown, Miss Eleanor..... 126 Walnut, Winsted
#*Burt, Mrs. Mary G..... 17 Henry Street, New London
#*Chodacz, Miss Hedvig 49 Spencer Street, Winsted
#*Connor, Mrs. Ethel L. 77 Sargeant Street, Hartford
*Flanagan, Mrs. Doris 21 Village Street, Rockville
Foden, Mrs. Marjory B. 179 Hunting Hill Avenue, Middletown
#*Hirbour, Miss Isabelle 123 Spring Street, Willimantic
#*Jaenicke, Miss Viola M. 30 Quentin Street, Hamden 14
Lovit, Miss Mildred R. Board of Education of the Blind,
State Office Building, Hartford
*MacDonald, Miss Eileen 159 Fourth Avenue, Milford
Rose, Mrs. Marie (Associate Member) 64 Mountain Avenue, New London
Ryan, Stetson K. 165 Capitol Avenue, Hartford
Shirshac, Miss Pauline (Associate Member).. Post Office Box 108, North Windham
Simpson, Miss Dorothea 1071 Capitol Avenue, Hartford
*Toth, Mrs. Grace S. 64 Mountain Avenue, New London

DELAWARE

#*Durnall, Mrs. Ruth T. Apartment K-4, Garden Court, Dover
*McCloskey, Miss Helen C. 1220 Market Street, Apt. 2,
Wilmington
#*Zerr, George (Associate Member) Delaware Commission for the Blind,
305 West 8th Street, Wilmington

DISTRICT OF COLUMBIA

*Griffis, Miss Gretta Family Service Association,
1900 H Street, N. W.

MAINE

#*True, Miss Wilma L. 43 A Green Street, Augusta

#Attended Conference in Philadelphia
*Visually Handicapped

MARYLAND

#*Brown, Gale E. Maryland Workshop for the Blind,
601 North Fulton Avenue, Baltimore
#*Hackett, Lemont 2910 Ellicott Driveway, Baltimore
*Johannesen, N. C. (deceased)..... 1721 East 31 Street, Baltimore
#*Kennen, Richard 4900 Parkton Court, Baltimore
#*Laupheimer, Miss Ruth H. 3909 Penhurst Ave., Baltimore
#*Peirson, William O. 4412 Roland Ave., Baltimore
#*See, Mrs. Margielea S. 508 Forster Avenue, Cumberland
#*Sutton, Clearman 1803 North Bentalou, Baltimore

MASSACHUSETTS

#*Bresnahan, Miss M. Fay Division of the Blind,
90 Tremont Street, Boston
*Castonguay, Mrs. Joseph 257 Tremont Street, Melrose
Curran, Miss Helena..... 104 Coburn Avenue, Worcester 4
#*Curran, Miss Mary I. 104 Coburn Avenue, Worcester 4
*Duquette, Miss Irene 338 Main Street, Indian Orchard
Golka, Robert J. (Associate Member) 400 Warren Avenue, Brocton
#*Noonan, Miss Loretta 38 Bartons Lane, Milton
#*Parker, Miss Ethel I..... 43 Eutaw Street, Lawrence
#*Stitcher, Frank W. (Associate Member)..... Post Office Box 115, Brant Rock
Waterhouse, Edward J. (Associate Member)... Perkins Institution, Watertown 72
Wright, Miss Elva L. (Associate Member) ... 240 Sumner Street, Melrose

NEW JERSEY

#*Anderson, Mrs. Christiana T. Post Office Box 254, Atlantic City
#*Dellelt, Izetta 401 Thirteenth Avenue, Newark
#*Dickinson, Miss Frances..... Post Office Box 43, Route 1,
Rockaway
*Leonard, Miss Mary M. 253 Murray Street, Elizabeth
#*McGrath, Miss Helen 371 St. Cloud Avenue, West Orange
#*Mack, Mrs. Lydia 183 Congress Street, Jersey City 7
Moore, Miss Mae L. 520 48th Street, Pennsauken

NEW YORK

Allen, Alfred American Foundation for the Blind,
15 West 16th Street, New York 11
#*Corrigan, Miss Lucy..... 401 State Street, Brooklyn
D'Arsi, Miss E. 166 Columbia Heights, Brooklyn
*Dinsmore, Miss Annette B. American Foundation for the Blind,
15 West 16th Street, New York 11
*Draper, Miss Catherine R.F.D. 1, Sinclairville
*Lemke, Miss Hazel B. 207 Magee Avenue, Rochester
McKay, Miss Evelyn (Honorary Member) McKay Associates, 112 East 19 St.,
New York
#Attended Conference in Philadelphia
*Visually Handicapped

NEW YORK (continued)

#*Mack, Francis J. Industrial Home for the Blind,
520 Gates Avenue, Brooklyn
O'Neil, Miss Kitty Industrial Home for the Blind,
520 Gates Avenue, Brooklyn
*Painton, Miss Margaret M. M.D. 27 S. Plank Road, Newburgh
*Salmon, Peter J. Industrial Home for the Blind,
520 Gates Avenue, Brooklyn
#*Tuite, Miss Honor New York Association for the Blind,
111 East 59th Street, New York
*Ulrey, Miss Thelma 180 Goodell Street, Buffalo 4
#*Vieni, Fred J. Industrial Home for the Blind,
520 Gates Avenue, Brooklyn
#*Wood, Miss Theresa Brooklyn Bureau of Social Service,
285 Schermerhorn Street, Brooklyn

NORTH CAROLINA

*Manning, Miss Jennie Post Office Box 245, Bethel
#*Riley, Miss Bernice Mecklenburg County Association
for the Blind, 121 East 3rd Street,
Charlotte

OHIO

#*Hugo, Miss Mary 15103 Elm Avenue, East Cleveland

PENNSYLVANIA

#*Anderson, Miss Dorothy K. 7220 Lincoln Drive, Philadelphia
#*Angelis, Edward M. 527 Adams Avenue, Scranton 10
#*Barmish, Max 6345 Oakland Street, Philadelphia 24
#*Boyer, Miss Ann Y.W.C.A., Washington
#*Campbell, Mrs. Martha B. 2530 S. Lambert Street,
Philadelphia 45
#*Cowser, Miss Antonetta 5754 Haddington Street,
Philadelphia 31
#*Crawford, Miss Margaret M. 2425 Christian Street,
Philadelphia 46
#*Evans, Walter E. 902 Howard Street, Altoona
#*Forward, Miss Sophy 116 Locust Street, Harrisburg
*Gerstenfeld, Mrs. Elsa E. 307 Second Street, Port Carbon
#*Harrison, Philip N. Pennsylvania Association for the
Blind, 1607 North Second Street,
Harrisburg
*Heeremans, Mrs. Harold 619 Alter Street, Hazleton

#Attended Conference in Philadelphia
*Visually Handicapped

PENNSYLVANIA (continued)

#*Iocca, Amol (Associate Member) 612 Maplewood Avenue, Ambridge
#*Johnson, Miss Margaret Ann 103 Alexander Avenue, Greensburg
#*Keller, Earl 1207 13th Avenue, Altoona
#*Kohn, Miss C. Marion 1530 Spruce Street, Philadelphia
#*Kroeger, Miss Alice 302 2nd Street, Towanda
#*Murray, Mrs. Anna L. 1803 7th Avenue, Beaver Falls
#*Norman, Miss Gladys K. 113 Roberta Avenue, Collingdale
Pugh, Miss Nance 2336 North Third Street, Harrisburg
#*Sattazahn, Miss Helen 509 Line Street, Sunbury
#*Scrobe, Miss Livia..... Y.W.C.A., Chester
#*Sharp, Miss Thelma 1420 West Robinson Street,
Philadelphia 31
#*Sherman, Mrs. Carolyn 1415 East 20th Street, Erie
#*Stone, Miss Agnes 203 North Front Street, Harrisburg
*Struthers, Miss Effie 129 Sawkill Avenue, Milford
#*Sullivan, Miss Elizabeth 318 West Buttonwood Street, Reading
*Wolgemuth, Mrs. Ann McAlisterville,
#*Zerr, Mrs. Dorothy S. 1414 Pine Street, Philadelphia

RHODE ISLAND

#*Cherlin, Miss Mary J. 271 Potters Avenue, Providence
*Crossman, Miss Evelyn M. 210 Waterman Street, Providence
*French, Miss Mary E. (Honorary President).. 46 California Avenue, Providence

VERMONT

*Lyon, Miss Margaret C. Williston

#Attended Conference in Philadelphia
*Visually Handicapped

PRESIDENT'S REMARKS
Walter E. Evans, President
Eastern Conference of Home Teachers of the Blind

We purpose in these remarks to give you both an accounting of our stewardship, and an attempt to project into the future asking ourselves, "Whither Home Teaching?" In programming we have tried to cover those areas of subject material on which the home teacher draws in preparation for service in a broader sense. We have included sound transcribing, crafts, psychology, teaching methods, travel, appliances, ophthalmology, etc. And although we realize that it is impossible to please all of the people all of the time, we trust that each of you have found enough of interest to you to have made your time spent here profitable both to you and to the agencies for whom you work.

There will be those who will wonder why two conventions in cities so close together. We had two invitations and the other was even farther South than Philadelphia.

Under our new constitution we are sound financially. But let us not just accumulate funds in a bank. Why not finance all, or a part, of the expense of one of our membership who attends the A. A. W. B. convention having him responsible to report to us on that which is of interest to Home teaching. Or perhaps there are more worthy projects. But surely we should do something.

My thanks to the Committee who edited the supplement to the Home Teacher for a job well done. That the Craft Supplement has failed is the fault of many of us. Of the 40 odd questionnaires received by Miss Busch 15 came from this Conference area. 17 replies should have come from my agency alone and we are not charitable enough to feel that the 15 did. We thought the other fellow would answer the questionnaire. He didn't, and a valuable aid to the teacher of crafts has gone by the board.

Congratulations are due Mr. Ierardi and the National Braille Press on its Silver Anniversary. We home teachers wish him many more such occasions.

Certainly our hearts go out in gratitude to Peter Salmon and his fine agency for its newest annex, Burrwood. And congratulations are due the American Foundation for the Blind for establishing fellowships to encourage more persons to prepare for a career in work for the blind.

Home Teaching as we know it has come a long way since it was conceived in England merely for the purpose of teaching the blind to read the Bible. Today's good home teacher is a well trained, versatile person equipped to draw on a vast fund of background knowledge in planning for the total adjustment of her client. And Moon type, once the center of her teaching activity, is now all but forgotten in life's passing parade.

But the changing scene has brought its new problems along with its new responsibilities to the home teacher. She no longer has a free hand to plan for the total adjustment of her client. The age of specialization along with

a broader understanding of the problem of blindness has brought other specialists to the field and the home teacher now becomes a member of a team of specialists who, together, develop the plan for the client.

Blindness is increasing in the more elderly age group. This is a problem of primary interest to the home teacher. The Adjustment Training Center relieves her of some of her responsibility. Her work here will be more basic preparing the client for acceptance at the Center, and furthering his training upon his return home.

And now into this changing picture comes a suggestion from our colleagues in the far West that our professional name be changed. Some agencies have adopted other names for their home teaching personnel more synonymous with their particular requirements. But whatever we choose to call ourselves I am reminded of the old colored janitor who liked to be known as the "Superintendent of Bituminous Thermal Output." Or we could say that a rose by any other name would smell as sweet for there is quite a variety of roses. Or we could say that limburger cheese by any other name would still smell.

Regardless of the job title by which you are known in your agency, where you find doubt leave faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy; and where you find fear leave confidence; self pity, self determination. And where you find over protection leave understanding. And in the discharge of your duties "Walk in the right as God gives you to see the right." Work for the blind will be better for your having had part in it, and your years of preparation and life of service in the field will be rewarded by those who will rise up to call you "blessed."

REMARKS OF HON. WILLIAM BROWN
Secretary of Welfare
Commonwealth of Pennsylvania

GENERAL INFORMATION:

We, in Pennsylvania, often boast of our early history and the whole Nation refers to this City as the "cradle of liberty." While there is the danger of stagnation from too much veneration of the past, it seems appropriate in welcoming you to Pennsylvania to mention that at least two phases of welfare work particularly related to home teaching had their beginnings in Philadelphia. The first home teaching society for the blind originated here seventy years ago under the title of "The Home Teaching and Free Circulating Association for the Blind" in 1882. Beside that, suitably enough, the first course for training of instructors of the adult blind was started in the Overbrook School in 1922, and it is, today, the only course for training teachers in this Country. Many of you who were students there had your first taste of home teaching through your practice work as trainees in this Metropolis.

Your Conference represents a specialized group of workers in the field of social welfare. You serve a minority group whose handicap is not common or understood. As head of a department of government of the Commonwealth, the speaker represents a diversity of other groups of people who have encountered or have been overtaken by unfortunate circumstances. In this group are the physically ill, the mentally ill, the social misfit, the aged, and the neglected. Each of these is a field of service in itself. Further you are aware that no one unfortunate circumstance is peculiar to any one group alone. No one can be insured against blindness and no blind person is exempt from sickness, mental strain and illness, old age or neglect. Bearing in mind these possible samenesses in problem and the resultant needs of the individuals to whom we are devoting our efforts, the following words of Mary E. Richmond, one of the founders of social work in America are quoted:

"Study and develop your work at its point of intersection with the other services and social activities of your community. Learn to do your daily tasks not any less thoroughly, but to do them from the basis of the whole and with that background always in mind. After all, society is one fabric, and when you know the resources of your community, both public and private, and the main trends of its life rather than any particular small section of it, you are able to knit into the pattern of that fabric the threads of your own specialty."

THE HOME TEACHER - A Specialist in People

M. Robert Barnett, Executive Director
American Foundation for the Blind, Inc.
New York, N. Y.

It is my pleasure and privilege today to address a group that represents a profession which I hold in high regard. Normally, one develops a feeling of appreciation and esteem for something or someone through close and prolonged association. My regard for your profession, however, is based on quite the opposite experience. My personal and professional life has been almost devoid of experience with home teaching, and in that very fact I have found the realization of its worth, and hence the desire to speak to you about it.

Yes, I have had almost no experience with the profession of home teaching, and yet I am about to launch on what may sound like a dissertation about it. Permit me to explain.

I am not entirely certain whether I am what might be called an adjusted blind person. However, I am emotionally undisturbed most of the times and I manage to hold a job. Nevertheless, I am quite certain that a good home teacher could have done a lot for me when I lost my sight, twenty years ago this month. As I remember it now, it was three years after I lost my sight before I found the incentive and opportunity to resume my schoolwork, and it remained for the schoolwork to produce the environment which led me into something approaching a normal perspective on life and my responsibilities to life. There was no home teacher in my city and state at that time. For that matter, there was no counselor and few social workers. I probably would still be vegetating had it not been for family and friends and one doctor who decided that I shouldn't become a vegetable. To this day I remember my sister's insistence upon the importance of haircuts and clean fingernails. I typed this paper with a method of typing that is quite efficient, but inexpertly taught at the time by a sister who refused to let her brother's new blindness stand in his or her way. It was the doctor who knew that I was demoralizing myself and my future stability by remaining out of school simply to make frequent trips to his office trips which I could not help but hope each time would be the one during which he would say that a sight-restoring operation might now be attempted. So much for the personal phase of my inexperience with home teaching. There is probably not one among you who cannot pretty well describe the kind of case I was and also who could not pretty well have started me on my new life more speedily and more efficiently.

It was several years later that I became aware again of the value of home teaching and the absence of it. That was when I became a vocational counselor and placement officer in a state program of services to the blind. The agency that employed me stated in its scope of services that home teaching was included. It was. The approximately 6,000 blind persons in the state were encouraged to request it. Casework procedure demanded referral of any case first to the home teaching department before other specialists picked it up. It was a large and meaty case load of clients and a perfect system. The only trouble was that there was only one home teacher. As a

specialist in employment only, I appreciated that I too had to take a part in any blind person's total problem. I was, however, far from prepared to actually instruct him in fundamental knowledge and basic skills, and there would have been no time for me to instruct even had I had the ability. Client after client swelled the log jam in the flooded files of the home teaching department. Case after case came through to me when the dam of professional procedure finally broke under the pressure and client after client failed in the job I found for them because of their total lack of fundamental training or understanding.

Fortune moved me into the position of director of that agency. By then, another home teacher had been added, which divided the originally impossible problem into two impossible problems. Two home teachers could not even begin to keep up with the flow of referral letters, much less do a casework job. It was necessary for me to rule that their efforts should be confined to a certain number of cases in any one month in the hope that at least some of the referrals would have full value of home teaching service. Needless to say, a reasonable case load for two home teachers fell far short of meeting the backlog and the monthly intake, and clients continued to remain idle at home or were moved ahead into other service categories without basic preparation. I shall not attempt to detail here the steps we took to improve the situation. More home teachers, rehabilitation centers, plus training for other staff specialists, and more efficient screening and flowing of cases all entered the picture. Actually, the problem still is not solved in that state, and like so many, I might even say most other states, it still is finding that the greatest percentage of its case load remains virtually without aid other than public assistance for lack of an adequate home instruction program and staff.

During the process of this conference you will be devoting yourselves to consideration of the techniques of your profession. Both in your past training and in conferences such as this one, you continually seek ways in which to improve your understanding of blindness, of blind people and their needs. You will examine again your role with relation to these blind people and define again those areas in which you are functioning. All the specific skills that enter into good casework will be reviewed, and you will undoubtedly touch again upon the problems which you and all other home teachers face in your personal careers.

It is my desire to discuss with you for a moment one phase of your work. This one phase, while usually listed as an area separate and distinct from other features of service which you offer or which your agency may offer, might well be the total goal of all those services. I refer to that very familiar intangible called adjustment of the blind.

All workers with blind persons are concerned about adjustment. All kinds of workers try to do something about it or rather, toward it. In my opinion, no professional specialist should be any more concerned than the home teacher. No specialist can do as much toward it as the home teacher can and should. If you are a home teacher whose job is adjustment, then you by all means should endeavor to understand it. Many speakers, writers and workers, both in and out of our field, have given definitions of adjustment. I should like now to add a couple more, and although they undoubtedly are but

different ways of saying the same old thing, perhaps they will give a fresh point of view. A few days ago, I was discussing this subject with Sir Ian Fraser, internationally known leader of St. Dunstan's in England. It was my thought that perhaps in the experience of that famous institution there would be new material to add to our American information about adjustment techniques. St. Dunstan's work is, as you know, confined to men who have lost their sight as a result of military activity. Sir Ian summarized St. Dunstan's whole theory of adjustment by indicating that the one objective from the very first - and indeed the very first step - is to recognize and overcome fear. This, of course, is not new to us. But Sir Ian added a thought that may be overlooked by many of us. He said that it is not physical fear alone that prevents a blind person from adjusting to his loss of sight, it is a type of fear which he described in apt British manner as "looking a fool".

We have found that the principal reason most of our blinded men are reluctant to begin normal activity after loss of sight is this fear of "looking the fool", Sir Ian told me. He is uncertain of this appearance in general, uncertain as to the aspect which his face displays, uncertain of his gracefulness in moving about. While he certainly may be afraid of falling into a hole and hurting himself, the fear of physical hurt is far less of a hindrance than this fear of personal embarrassment.

In another conversation recently, I asked a psychologist, Dr. Nathaniel Raskin of the staff of the American Foundation for the Blind, what would be his answer if asked to give a short definition of adjustment. After only a moment of hesitation, Dr. Raskin said, "I would say that it is the attainment of self-respect". If you add a few synonyms for the word respect, you will soon find that Dr. Raskin's summary is quite in agreement with Sir Ian Fraser's. Self-respect means self-esteem, self-regard and self-confidence.

If we should agree without further exploration of a subject concerning which multitudes of psychologists have written many books and will again, then we must ask ourselves - "How does a blind person lose his fear, and how may he gain the normalizing satisfaction of self-respect?" According to Sir Ian Fraser, all it takes in most cases is for someone to tell a blind person about the possibility of such fears within him. If he has not thought about it, he will begin to do so. Then again, simply by telling him, he must come to understand that "looking the fool" is not really liable to happen to the alarming extent he imagines it, and that even if he does just a bit "look a fool" his sweetheart or his wife or his friends and associates will not pay much mind to his error.

Mr. Earl Schenck Miers, speaking to a meeting of the 28th Annual Convention of The Michigan Society for Crippled Children has this to say in the reprinted paper as it appeared in the Journal of the International Council for Exceptional Children.

..."the handicapped never are rejected by the world quite so intensely as they reject themselves"... "But how lonely, how shut in upon ourselves, we can become in seeing with supercritical eyes our imperfections and our inadequacies. This disesteeming of ones' self is particularly acute among the handicapped"....

I suppose that Sir Ian, joined by many others among whom I would count myself, would advise us to borrow a lesson from Mr. Miers' paper, "The Right To Be Different".

The blind person must be led to understand that his difference from most of his friends is not all as noticeable to them as he may imagine it to be, and that even if it is noticeable, his friends are ready to acknowledge that he has a right to be different. Each of them is different from all others in some respect. None of them is as absorbed with the acts of others as they are with their own.

And when the blind person has overcome his fear, then what? Then is when he may successfully begin to experiment with the special skills that he must learn as a blind person. Each skill or chore which he masters adds to the growth of self-respect and further forces into the background that intangible fear that still might make him reluctant to try something new. Learning to handle the typewriter, for example, is a form of accomplishment easily attainable by almost everyone. Learning to shave, in a man's case, of course, is a simple matter but not until he has incentive to want to shave. Once learned, his reluctance is no greater than that of any man who occasionally would wish that he might let his stubble grow.

The step-by-step process of continuing adjustment is familiar to us all and if it isn't, it is not my purpose tonight to delineate. Many written outlines are available and essentially are all in agreement about such matters as learning to dress, eat, walk, cook, tell time, use a telephone, learn braille, do handcraft, try various job samples, and the like. Most of us find common agreement in the objectives of adjustment training, methods of instruction, content of courses incident to adjustment and probably about the length of time such adjustment courses should require. There is another large phase, however, about which there is not always agreement. I refer to whether the blind person may best adjust to blindness in his own home with the aid of a home teacher, or would his adjustment be best aided by group training in a residential center.

I came to the conclusion long ago that both are necessary, and that neither may totally substitute for the other. And for just another moment, I will try to tell you why. Galileo once wrote, "You cannot teach a man anything - you can only help him to find it within himself". Pestalozzi has said that no one is able to teach anyone by telling him what he ought to do, and that people should help others to discover truths not assert them for the world to swallow. These philosophers were speaking of people in general but their observations may accurately be applied to the blind as one group. From both personal and professional experience, I firmly believe that adjustment comes from within, and that it is not an academic subject that can be taught. This adjustment, which we defined earlier as loss of fear and growth of self-respect, is impossible unless the individual can reach his own peculiar understanding of himself and the plight in which blindness has placed him. He may be helped by outsiders, but not as much as he may be helped by outside influences.

The blinded person who remains in his own home, and please understand that we are forced to generalize and speak in terms of averages, has the im-

pact of his family's treatment to hinder his growth. To them, he is the only blind person in the world. To them, he is virtually a helpless dependent and with unwise extremes of kindness they gradually sabotage whatever personal and physical strength he may possess. Many a home teacher has found her task of building interest in accomplishment in a blind person almost completely wrecked or prevented by worried parents or relatives of the blind person. He needs to know that he is not the only blind person who has ever been blind, and that those others, average people like himself, have conquered the frustrations that blindness brings. One of the basic premises in the profession of home teaching is that it is desirable for the teacher to be herself or himself blind for the value of the object lesson which speaks much more effectively than a million words. To say that a family most often pampers their blinded member may sound harsh, but is true nevertheless, and pampering is not conducive to adjustment. To say that the lone blind man may feel that providence has singled him out for persecution may be unkind, but all too often is true, and the kind of blues that such feelings bring will not produce adjustment.

And so I feel that removal from the home for a planned length of time is essential in almost every case. This removal should be to a properly organized rehabilitation facility, one that is not just a sideline for a sheltered shop, a residential school for blind children, a society formed for "recreation" for the blind, or to some environment worse than his own home under a management of ignorance founded on sentimentality and syrupy public relations literature. At a properly operated center - and there certainly are some today that are doing good work as clearly defined departments of agencies which also operate shops or schools - the blind person has a group experience that is invaluable. He is treated sympathetically but intelligently. He "learns by doing". As Sir Ian Fraser expressed it, again in apt British manner, the fellow who comes down to breakfast without shaving and says to the supervisor that he "jolly well is not going to shave", gets the reply in simple style, "then you jolly well will get no breakfast".

One of the greatest assets to adjustment to be found in a center is daily routine. This is one type of training center where a full daily program must be maintained if for no other reason than there must be a full program. Naturally, the program must be filled with content that is most useful to the blind person. The one greatest danger to the center type of service is found in the possibility of confining the blind person too long. Estimates of time required vary, of course, but let us be very careful that the blind man does not overstay. Once launched on his adjustment, adjustment that means loss of fear, then he must be taken out of the center to prevent another fear from growing within him as bad as the first - fear of the outside world. In other words, to remain too long will erase all his gains and sink him even deeper into a desire for inactivity unless the activity remains one within the institution which is sheltering him from the world which he fears.

Now where does the home teacher fit in? It is he or she who must make the first contact at the home, at least that is my opinion. Everything may depend upon that first contact, and upon the gradual development of confidence which inevitably must follow through as many visits as may be required to overcome the first fear - that of leaving home at all. A good home teacher must be a specialist but it is difficult to determine what kind of specialist.

He or she is much more than a teacher, and yet being a good teacher is considered by some to be the prime role of this specialist. A counselor he or she must be, and while the blind, especially the newly blind, need good counseling, the home teacher cannot stop at just counseling. The training and skill of a social worker often is required if the home teacher is to meet well all home situations; and while social casework oftentimes is the answer to human ills, no home teacher can afford to confine her efforts to social work alone. The home teacher is a specialist who dispenses correct information about all other specialists who may be needed by her client. The home teacher may even assume the role of such specialists as the nurse, the clergyman, the secretary; and in fact, probably everything save that of the policeman. If a home teacher is a specialist in anything, it is a specialist in people. In this case, the people are blind, and so the home teacher's specialty is blind people. As such, the home teacher must be expert in recognizing each blind person's special need. Then, partly from her own resources and partly from those of others, he or she must expertly fill those needs.

In making contacts with the blind person, the home teacher will build confidence through the multiple skills which he or she has learned and which he or she conveys in part to the client.

And when the center phase of adjustment is completed, the home teacher's job often has only begun. Only a few months actually have elapsed, and there is much yet which the client needs and now yearns to know. True, he may now be in the hands of a vocational counselor or may even be on the job with or without placement assistance, but the home teacher still may supply him with concrete and intangible aids that the home teacher's type of speciality has trained him to give. The placement officer may find the job, and the blind person may be grateful to him for it. But the blind person sees him only as a specialist in employment - he remembers the home teacher as a specialist in people.

TRANSCRIBING: A SERVICE FOR THE BLIND
Miss Marjorie Postley
Volunteers Service for the Blind
Philadelphia, Pennsylvania

In describing our recording service, as I have been asked to do for this occasion, I should first of all say that we at the Volunteers Service do our recording work on an extremely personal basis. We know well each and everyone of our readers. Our recording machines are placed in the readers' homes and they schedule their reading time themselves. In this way, each book is done by a single individual and we have had frequent reports from blind students that they very much enjoy having the entire book done by one voice which they come to know and understand. We have had several cases which have become real partnerships. The reader and the student have corresponded and become acquainted and the reader has undertaken to do all of the student's work, sometimes keeping on with it for a period of several years.

Doing the reading in this manner, of course, means that the reader must sometimes be pushed hard and must in large measure assume responsibility for meeting the deadlines on a book. So far we have been most fortunate in having a really magnificent group of readers and only very occasionally has there been a slip up or a disappointment. We can and do record on wire, Audograph and SoundScriber but we own mainly SoundScriber and do the main bulk of our work on them. We find them eminently successful for the type of work and the fact that the discs will, we hope, eventually be usable on Talking Book Machines makes them even more desirable. We charge our students the price of the discs used but charge nothing for the service. When the book is complete, it is returned with the discs and the discs become the property of the student. This works well in most cases as very generally the student wishes to retain his records, and he is under no obligation to return the book at some specified time, possibly before he is really through with it.

However, unquestionably, there is need for both types of service, one such as ours and also a service which does any book free of charge, allows the student to keep the recording for a limited time, and then claims the recording to be placed in a circulating library.

We have recently had an article, describing our recording services, published in the Zeigler magazine and the response has been almost overwhelming in quantity and variety of material requested. One man wanted us to record the entire Bible. Another, is a member of the California Association of Square Dance Callers and has just sent in the latest dances to be recorded. One student wants to know how long it will take us to record 6,000 pages of text material and still another, wants all the TARZAN books.

We are doing the best we can to fill the requests as they come in, but, of course, some will have to wait awhile.

The point of all this is that we are more strongly aware than ever of the great need there is for recorded transcribing and my own hope is that

some day the facilities may be such that no one need sit in judgment on what a blind person shall have recorded for him and what he shall not have, but that he may enjoy the same privilege as a sighted reader, that is, filling only his own needs and pleasing his own fancy.

WHAT'S NEW IN THE JOHN MILTON SOCIETY
Nelson Chappel, General Secretary
John Milton Society
New York, New York

At a conference like this we are accustomed to hear the term "satisfactory adjustment to life" with reference to the newly blind. Among all the factors that make for a satisfactory adjustment to life by anyone, one of the most important is a satisfactory philosophy of life. Since religion most often provides that philosophy of life which gives one a sense of security and confidence, I am glad to be associated with the John Milton Society which is one of the agencies seeking to meet the religious needs of the blind. Of course we do not think that reading material for the blind should be any different from that provided for sighted people and we write very little for the blind themselves. We rather select from the reading material available to sighted people in ink-print form the best that we can discover and then put it into a medium, either in braille or talking book form, that the blind can read. Through our braille magazines and books, we contribute each year more than four million pages of the finest Christian literature. Since our Society is sponsored by the National Council of Churches, we have to publish material which will be satisfactory to 56 denominations and therefore it is acceptable to people with a wide range of religious views. Among our readers are 92 denominations including some Roman Catholics and Jews but we aim generally to meet the needs of the broadly Protestant group. The Xavier Society and the Jewish Braille Institute of America exist to meet the needs of the Roman Catholic and Jewish faiths.

Early in 1950 we called a meeting of 19 religious publishers who were producing magazines in braille for the blind. We discovered that every one of them was using grade 1-1/2 braille. We announced at that meeting that since all of the schools were teaching grade 2 braille, we intended, in September, 1951, to change from grade 1-1/2 braille to grade 2 braille in our children's magazine "Discovery." It had always been assumed that a great many readers of "Discovery" were older folk who took the magazine so that they could read stories to their children and grandchildren and that many of these were people who could read only grade 1-1/2 braille. However, now that a year has passed since "Discovery" was changed from 1-1/2 braille to grade 2 braille, we have, as far as I know, lost only two readers because of the change in grade.

Another assumption which was widely held was that most readers of adult magazines in the religious field could not read grade 2 braille. One is reminded of the Academy of Science in Europe some centuries ago who held a competition for a scholarship which required the participants to write an essay on whether a fish would weigh more alive or dead and why it would. There were many learned essays submitted on both sides of the question, some maintaining that a fish would weigh less dead than alive and others insisting that it would weigh more dead than alive. However, the prize winning essay was very short and simple. This applicant said he had caught a fish and while it was still alive had weighed it. Then he had killed the fish and weighed it again and he found that it weighed exactly the same dead as alive. This was the kind of person the scientists were looking for to receive the

scholarship, someone who was not willing to act on theory but who tried to find out the truth.

The John Milton Society decided to "weigh the fish" as far as the use of grade 1-1/2 and grade 2 braille among its readers was concerned. A questionnaire was sent out and the simple question was asked - "Do you read grade 2 braille?" All those who said they read grade 2 braille a little or with difficulty or slowly were classed with the grade 1-1/2 group and even then it was discovered that among the readers of the "John Milton Magazine" and the Sunday school quarterly, more than 80% read grade 2 braille. It was also discovered that because of the saving in paper when the same material was published in grade 2 braille instead of grade 1-1/2 braille, that the Society could publish a grade 1-1/2 braille edition for those who needed it and another edition in grade 2 braille for those who could read that grade at less cost than the old edition where everyone received it in grade 1-1/2 braille. As a result, in October, 1952 both the "John Milton Magazine" and the Sunday school quarterly appeared in two editions each (grade 1-1/2 and grade 2.) We shall not desert the grade 1-1/2 braille readers but we shall also give to the grade 2 braille readers the kind of braille that they like.

Library services are a fairly new thing in the John Milton Society as our previous policy had been to publish occasional books in braille and distribute them to blind people for permanent possession. This policy will be continued but in addition to it, there will be two types of libraries established.

A good start has already been made on setting up a religious library for children both in braille and in recorded form. We have several braille books of children's stories and have a good collection of recordings which play at 78 r.p.m. Now that the Library of Congress can give talking book machines to those under 16 years of age, we shall probably add recordings for children on long-playing records.

Since we have among our readers about 200 ordained ministers, about 1,000 Sunday school teachers, and several hundred more church workers, we have felt the need of some time of having special material for this professional group in both braille and talking book form. The Plymouth Braille Group of Brooklyn have already prepared some hand brailled books for this professional library and this Summer have been working on a Bible dictionary in eight volumes. Since a Bible dictionary is something which ought to be in every minister's library, we are hoping to have them produce a number of copies using the Uformite press method so that ministers who wished to have it, may secure a copy of the Bible dictionary for their own library. We have secured some talking books in the religious field, both from sources in Britain and America, and are very much interested in the experiments which are going on in developing recordings on plastic records which can be played satisfactorily on talking book machines. Now that the new tone arm has been developed by the American Foundation for the Blind and made available to the Library of Congress, it is hoped that gradually all talking book machines may be modified by the addition of this tone arm. When that time comes, the John Milton Society will be interested in providing books of a professional nature in the religious field which will either be distributed from the Society's own library or made available to the regional libraries of the Library of Congress on plastic records.

THE TALKING BOOK MAGAZINE

The new "John Milton Talking Book Magazine" is of course the most startling development in the work of the Society during the past year. When it was realized that not more than 25% of blind people can read braille well enough to read a book or magazine, it was decided that the talking book medium which had been made available should be used to reach them with religious materials. The first issue of the "John Milton Talking Book Magazine" was published in December, 1951 and has continued quarterly since that time. Each issue contains one hour and fifteen minutes of reading in prose, poetry and music on two 12-inch long-playing records.

The "John Milton Talking Book Magazine" is unique in three ways. It is, as far as we know, the first religious magazine to be published in talking book form. It is also the first talking book publication of any kind to make extensive use of recorded music regularly. And finally, it is the only talking book magazine which goes free of charge to every reader for permanent possession so that they may build up their own library and have these records to play over and over again.

The magazine contains stories of an inspirational nature, Bible study, sermons, biographical sketches, news of the church around the world and letters from our braille and talking book readers who now live in 66 countries. There are also editorials in each issue as well as poems and hymns. In the Easter issue of 1952, there were three selections from Handel's Messiah including the Hallelujah Chorus plus an Easter hymn. (The speaker then gave an outline of the contents of one issue published in July, 1952.)

The circulation of the new magazine was a problem. It is one thing to produce the best literature possible but it is of no use to do that unless it can be made available to the individual blind person who needs it. The John Milton Society has no paid field staff and only a small staff in its home office. Publicity was given to the new publication in church periodicals and in magazines which go to the blind, but the most fruitful source of names of people who needed this publication came from home teachers. That is why I would rather speak to a meeting of home teachers than of any other type of worker with the blind. The announcement was sent to many home teachers whose names were available and one man in Idaho sent in one letter the names of 25 persons who wanted this new talking book magazine. He had consulted every one of these people about the magazine and assured us that each request was genuine.

In the state of Maine, the Commission for the Blind sent the announcement in mimeographed form to every person who had a talking book machine. They asked these people to write not to the State Commission but to the John Milton Society if they wished to have this religious publication and then they asked the John Milton Society to let them know if any results came from this mimeographed announcement. There are 225 talking book machines out in Maine but it is estimated that only about 200 of them are in use. In a very short time, we had 110 requests for the "John Milton Talking Book Magazine" from the state of Maine which means that more than 50% of the users of talking book machines had as a result of the mimeographed ink-print announcement either written themselves or had someone else write for them to obtain the

magazine. This response is indicative of the great need for the kind of material that the magazine contains. Other states will be invited one at a time to send out the same invitation as Maine did and if the same result is obtained, the circulation of the talking book magazine eventually should reach to more than 15,000.

Each side of a 12-inch talking book record contains eighteen and one half minutes of material and the selection of material must be based on a timing of the recording. The material is dictated onto tape from a sound-proof studio and the tapes are then sent to the American Printing House for the Blind where the recordings are transferred to talking book records. Each reader will receive four quarterly issues of the magazine or eight long-playing records per annum and the total cost, including overhead and editorial costs at the present time with a circulation of more than 1,600, amounts to less than \$6.00 per year per person. As the circulation increases it is expected that the cost of sending the magazine to one person for permanent possession for a whole year, will drop to \$5.00.

Let me say again that the John Milton Society is anxious to meet the religious needs of blind people everywhere. We are prepared to send without charge our braille or talking book magazines to any blind person who is in need of them. The success that we have in reaching the blind in the future with this material that should be a great help to them, will depend upon you home teachers who probably know more about the needs of the blind in your areas than any other person. We have appreciated your cooperation in the past and we stand ready to share with you the task of bringing inspiration and hope and new life to those who have to live without sight.

POTENTIAL HANDCRAFT FOR ADULT BLIND
(Summary)

ETHEL BEARD, Assistant Director
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The purpose of the following is to summarize a paper presented to the Eastern Conference of Home Teachers for the Blind at the Biennial Convention. The paper was entitled, "Potential Handcraft for the Adult Blind".

The crafts presented were:

1. Cord Knotting
2. Braiding
3. Rake Knitting
4. Wire Bracelets
5. Mitchellace
6. Stenciling

These crafts were selected for the following reasons:

1. Variability- many projects can be made by applying the basic craft.
2. Saleability- good potential
3. Adaptability- activity can be picked up and put down without difficulty
4. Uncomplicated instructions
5. Appealing to both men and women
6. Inexpensive- minimal cost of materials
7. Minimum amount of equipment necessary
8. Not apparently used by many home teachers

These activities can also be used as an aid in developing:

1. Tactile sense
2. Spacial relationships
3. Dexterity
4. Coordination

A complete set of craft directions and purchasing of materials were embossed in braille and given to each person at the conference.

"NEW CRAFTS FOR HOME INDUSTRIES"

*W.-Earl Quay, Industrial Consultant
Pennsylvania Association for the Blind, Harrisburg, Pa.

I have not been certain about the exact subject which I am to cover here. In earlier correspondence I had been led to believe that a report on progress toward the establishment of an industrial homework program in Pennsylvania was expected. When I received a copy of your program, I found that my topic was "New Crafts For Home Industries". Before attempting to handle the topic mentioned, I would like to briefly sketch occurrences in Pennsylvania regarding industrial homework.

Last December, a committee was formed composed of individuals from the Pennsylvania State Council for the Blind, from the Central Office and branches of the Pennsylvania Association for the Blind; and I was honored by the chairmanship. Our task was to look into the possibility of establishment of a statewide industrial homework program. The committee conducted a survey to roughly determine the number of people in Pennsylvania in need of such a program. The number is estimated at 1500. Some information was gathered about the type of individuals in need of industrial homework and their geographical distribution. The questionnaire included space to indicate the type of handicap in addition to blindness which caused the worker to be homebound. 224 indicated that geographic reasons caused the worker to be homebound; 143 indicated personal or social reasons, while 109 indicated physical reasons. The average age of the group in need of industrial homework was 46.3. 78% of the answers given indicated that workers in their homes have sufficient space available to carry on industrial homework. Using the number of the blind population as a control, then the average percentage of individuals in need of industrial homework is 8.7%.

The committee used definitions of industrial homework and industrial homework programs which were published earlier in the "Outlook" by the National Industries for the Blind. These definitions are important in keeping our thinking in order when we consider homework and its several purposes. The definitions used by the N.I.B. are:

"A therapeutic homework program relates to the personal and social adjustment of the individual to his blindness. Such services may utilize the skills of a home teacher, occupational therapist, or social caseworker. Even though the client may receive training in crafts or other handwork within this service, the purpose of this training is therapeutic rather than to provide remunerative employment. Any income accruing from the sale of these articles is incidental both to the client and to the agency.

"A second homework program has as its main purpose the development of an industry which can be done in a home, whereby a blind person can earn a wage commensurate with his ability to produce. Here the sponsoring agency can expect some income to meet a reasonable share of the cost.

"An industrial homework program is developed primarily to meet the employment needs of those severely handicapped persons, who in our case, are the blind who cannot, unassisted and by the ordinary means, convey themselves regularly from their places of residence to a place of employment. They differ from those blind persons in competitive employment or in sheltered workshops in that they are at a further serious disadvantage in economic competition because of other physical handicaps, because of social situation which cannot easily be resolved, or because of the location of their residence in relationship to feasible remunerative employment.

"An industrial homework program is defined as follows:

'A service to be rendered by an accredited agency, designed and developed with the intention of adhering to health and labor laws to offer regular work training and remunerative work opportunities to those eligible disabled persons who cannot for physical, psychological or geographical reasons leave their homes to travel to and from a place of business.'

To segregate industrial homeworkers from therapeutic homeworkers and from regularly employable blind workers, our committee drew additional definitions which should be of interest here.

"The definition of the competitively employable group is as follows: Individuals who can by ordinary means and with regularity proceed from a place of residence to a place of employment and who have no complicating social or physical handicap interfering with competitive, or sheltered workshop employment. This group includes those individuals who:

- (1) Are already employed in a sheltered workshop.
- (2) If work were available would be employed at the sheltered workshop.
- (3) Those who are now employed in outside employment.
- (4) Those who, if placement could be found, could be given work in outside employment.

"The definition of the group needing therapeutic homework is as follows: Individuals who cannot by ordinary means and with regularity proceed from a place of residence to a place of employment and who have such social or physical handicaps that would interfere with entrance into competitive, sheltered workshops or industrial homework programs. This group includes those individuals who:

- (1) Have an advanced physical disability in addition to blindness, for example: cerebral palsy, orthopedic conditions, advanced arthritis, paralytic conditions, etc. This group would also include individuals with medical recommendations for marked limitations of activity.
- (2) Those with low level mental ability, prohibiting assumption of work responsibility.
- (3) Those lacking personal and social adjustment to the extent of preventing entrance into any type of remunerative employment.

- (4) This group would include individuals who have developed so little manual dexterity and spatial orientation as to preclude regular employment.
- (5) This group would also include individuals with emotional disturbances to the extent where work responsibility could not be assumed.
- (6) Physical and mental changes brought on by senility to the extent where regular employment is excluded, is included in this group.

"Generally speaking the individuals described above require the professional skills of a Home Teacher, Occupational Therapist and/or Social Caseworker. The individual may receive training in crafts or other handwork from this service but the purpose of this training is therapeutic rather than to provide remunerative employment.

"The definition of home industrial group is as follows: Individuals who cannot unassisted and by ordinary means convey themselves regularly from their place of residence to a place of employment and who differ from those individuals in competitive employment or in sheltered workshops in that they are at a further serious disadvantage in economic competition because of other physical handicaps, because of other social situations which cannot be easily resolved or because of the location of their residence in relation to feasible remunerative employment. However, they are capable of regular, continuous quantity, and quality production in a home environment that is adaptable for home industrial work. This group includes those individuals who:

- (1) Have a handicap in addition to blindness that prevents their leaving home - e.g., orthopedic conditions, arthritis, vascular disturbances, etc. These conditions differ in degree of severity as compared to the therapeutic group and although these physical handicaps are present, the individual concerned can adapt himself to regular quantity production schedules.
- (2) Have a family that is dependent on the individual to an extent where he/she must remain at home - e.g., care of children, spouse or other relatives.
- (3) Have a family that prevents or does not accept for various reasons the possibility of the individual leaving the home for outside employment.
- (4) Through lack of travel ability are incapable of leaving home.
- (5) Have residence so remote that getting to public transportation is not feasible. This would include the consideration of time, money and danger involved in getting to and from the available transportation or employment center and also the situation where private means of transportation cannot be arranged."

The committee has been continuing their study of products suitable for production in homes of blind people who are capable of quantity and quality production. Twenty-four products are under consideration. Material and production costs; shipping methods; space, equipment and skill requirements; etc., are being studied. The committee has proposed that a pilot Industrial Homework Program be set up to cover a three county area to be financed jointly by the State Council for the Blind and the Pennsylvania Association for the Blind; and at recent meetings of these two groups, funds have been appropriated for the establishment of the pilot program.

I am not an inventor, consequently, handling my topic of "New Products For Home Industries" becomes difficult if products must be new. It is always my contention that we need not look for new products and also that there is no shortage of items which can be produced either as craft items or industrial homework items. Our task is not to invent something new but merely to ferret out suitable jobs. There is an abundance of material on job and product descriptions which we can use in discovering work projects. It would not do for me to begin to mention production jobs here. If I mention things like door mats or leather wallets you would scoff because you are fully aware of their possibilities and limitations and you are fully aware of methods used in their production. If I mention other things like garage creepers and lawn brooms you will only be confused because you are not aware of their specifications and we have no time here to go into detail.

There are three easy sources from which suggestions might be obtained toward the selection of work projects - (1) Published job descriptions, (2) Published product specification, (3) General catalogues of products on the market. I will discuss the latter mentioned source first.

In a period of only a few minutes, for use only in this discussion, I selected a list of sixteen items which I am sure can be produced by a blind worker in ordinary home situations. The selection was made by beginning at the last page of the Fall and Winter 1952-53 Montgomery-Ward Catalogue and progressing page by page through twenty-five pages toward the beginning of the book. The jobs selected were: concrete block molds, fence pickets, poultry feeders and troughs, green thumb gloves, bird feeder, plant stand, flower pot holders, lawn broom, polishing cloth, car wash mops, extension cords, garage creepers, nylon cleaning brush, duck covered tractor seat cushions. If the catalogue were covered completely, dozens upon dozens of suggestions would be forthcoming.

Another example of what might be found in the way of suggestions toward homework projects a similar search was made through only 10 pages of the Miles Kimball Co. catalogue. The following list of items are those which, in my judgment, might be used in home production in some situations: Christmas tree ornaments of foil and cellophane, strung large beads for christmas trees, christmas mantel piece stockings of cloth net, christmas pine cones packaged in net sacks, children's wood blocks, child's wooden cradle, toy lineman's belt for children, rain apron for bike riders, sling shots, cloth and felt Martian cap, Indian feather headdress, wooden hat rack, horseless carriage models and airplane models, crystal radio kit, jewelry parts for hand assembly, toy housekeeping kit (apron, broom, mop and sweeper), doll comforter and pillow, quilting set with frame, looper pot holders. If all of the materials

from all of the fields of merchandise were covered, thousands of suggestions would be brought out.

The Federal Government, all state governments and all large companies purchase quantities of equipment. Since the products are of a standard type, standard specifications are drawn up to be used in purchasing. These product descriptions, which are available from the larger libraries or from state or federal governments, are an excellent source of suggestions on suitable jobs and an excellent source of information about products after a particular type of product has been chosen.

Recently the product specification index from the Pennsylvania Bureau of Property and Supplies was studied to discover what products purchased by the state could be produced by blind home workers. Specifications were obtained on all of the products considered suitable. The heap of specifications is composed of a pile of paper approximately three inches thick. Since this is material only from the state of Pennsylvania and only standard products purchased by the state government, it is obvious that if a study were made of all similar product specification lists, innumerable products producible in home industries would be discovered. Every one of the products uncovered in this manner would already be described in detail, eliminating the job of designing. Drawing at random a few product specifications, the first few drawn are: wall brush, turkey feather dust brushes, canvas laundry basket, chef caps.

A third source of suggestive material are published job descriptions. These are descriptions of jobs done by workers rather than products produced by them. An immediate major source of these descriptions is the United States Department of Labor's "Dictionary of Occupational Titles, Part I". These short descriptions can be studied to isolate ones thought to be suitable. After the rough isolation is made then full job descriptions of the few selected can be obtained through offices of the United States Employment Service. In Part II of the Dictionary, jobs are classified as professional, skilled, semi-skilled, non-skilled, etc. Also, jobs are classified according to the industries in which they occur.

If my contention that there is no shortage of jobs to be performed is correct, and I believe I have demonstrated here that it is, then our job merely becomes one of searching out what is suitable rather than inventing something new. My task assigned here of mentioning suitable jobs would become a tedious, unprofitable listing. If you use only the sources mentioned here you should be able to select an abundance of usable projects. In making our selection of suitable products for the Joint Industrial Homework Committee in Pennsylvania, we have given attention to a few factors to determine the suitability of a job. These factors should be helpful to you in making similar job studies. The factors considered are: materials, cost, weight and quantity, equipment required, skills required, training time, home processing space required, sales possibilities.

I am confident that the thoughts presented here should make it easier for all of you to discover jobs to your own liking and to the benefit of your clients even though their abilities vary. The task of searching out suitable work would become a study project which all of us can handle rather than an application of imagination which is so difficult to develop or so slow to manifest itself if it has already been acquired.

SPECIAL DEVICES FOR THE BLIND
Charles C. Ritter, Research Engineer
American Foundation for the Blind
New York, New York

The word "special" in the title of this talk is probably a bad one. It puts the emphasis in the wrong place. To us, it should not matter whether a device has had to be developed solely to meet the needs of blind people. What is important is that tools be found to meet each problem as it is presented.

Indeed, I sometimes wonder if it isn't this old stress on the specialness of our equipment that has made so many blind people - Home Teachers among them - anti-gadget. In the days when appliances almost seemed to be especially designed to look different, it was natural for many people to avoid them even at the cost of some inconvenience. When wrist watches had metal covers, for example, so that people were always telling you you had your watch on backwards. When radio dials were equipped with braille numerals so that a sighted friend couldn't read them.

Nowadays, we do our best to keep things from looking very different. Our thermometers are in color with inkprint numerals. Our tape measures are so inconspicuously marked that photographs don't show what makes them different. And a great many devices are actually found on the open market. Their designers gave no thought to the blind when they thought them up.

Of course it isn't always possible to avoid specialness. A good example is the bowling rail.

No one else has any need for a bowling rail, so it is bound to be different. All that could be done was to make it as inconspicuous as possible which means that the photographer who worked on the catalog illustration spent an hour before he had his lights placed so as to make it stand out in the picture.

Some blind people refuse to use this bowling rail because it is different. I have watched such people. They shuffle towards the foul line, fishing for the texture difference through their shoe soles. They kneel, feeling for the two gutters to line themselves up. Then they pick up the ball and, standing rigidly, start swinging it to develop "English." Finally, they let go and oftener than not, the ball rolls into the gutter half way down the alley. All this in order not to be different!

Others, who use the rail, can set it up in a minute. They use the conventional approach. The same muscles get sore in them as in sighted people. What's more, their scores are about the same as those of sighted people who do the same amount of bowling. The "special" rail, far from setting them apart, actually permits a normality of performance that is invaluable in helping to educate the general public as to the capabilities of those without sight.

I was amused to see in the funnies last Sunday the kind of special gadget the public would love to have us develop. The fire chief who is

Smokey Stovers' boss had a cane. The fire chief had 20/20 but his cane had a wheel, which is suggested to us about once a month. Not only that, it also had a horn, which is suggested about once a year.

I was also interested to see watches advertised for sighted people without inkprint numerals but with bona fide braille dots. The cover wouldn't open, of course, so it was no good for our use. Watches are not the only things being copied. Radio engineers are beginning to copy our radio analyzer. It does a better job than their own more costly apparatus. I have heard that people who have orthopedic troubles have, on occasion, induced blind friends to purchase for them our telescopic canes.

Incidentally, you may be interested in the initial difficulty many people are experiencing with this cane in its latest design. The earlier version had what seemed to most people a minor defect - a slight amount of play at the joints. To overcome this, double locks are now provided which makes this as rigid and sturdy as a non-collapsing model. Properly opened and closed, it gives no trouble. But proper operation is difficult to get across in a letter.

To open the cane, the top sleeve is turned slightly permitting the middle section to be pulled out to the desired length. It is then twisted in respect to the top to lock it internally, after which the sleeve is tightened. Then the lower sleeve is loosened and the bottom section pulled out and locked after which that sleeve is tightened.

When collapsing the cane, the bottom sleeve is loosened, the lowest section is loosened and pushed home, but not locked internally. Tightening the sleeve will hold it shut. The top sleeve is loosened, the middle section unlocked and pushed home, but not locked internally.

If, in closing the cane, the internal locks are used, opening the cane becomes a major operation since the sleeves will continue to unscrew without disengaging the internal locks. When this happens, parts get lost or may not be properly restored to place.

The only method of preventing this which has been thought up so far would be expensive, and since, once the directions are understood, no mishaps are likely to occur, it has seemed better to keep the price as low as possible.

Two much-needed developments in the way of canes would be a good telescopic ladies' cane and a white telescopic cane.

The closest approach to both is, of course, the Colrod Cane, which is distributed by the Colrod Co., Box 811, Chicago 90, Ill.

Another special device which is quite recent is the Bingo Board. Two earlier versions are available from other sources, but the pressure was great to put out a new one which would be sturdy and useable by low-visioned people.

This is a good example of why it is bad that some things still have to be special. The smallest practicable quantity which could be made was 5,000 but there was no way of being certain how many different boards would be re-

quired by some agencies. Had we taken 250 as a possible maximum, that would still have given us runs of only 20 for each board. To make braille and inkprint dies for a run of only 20 would have been out of the question. Accordingly, a single die was made to stamp 75 braille numerals on plastic. The same sheets were also imprinted with half inch white inkprint numerals to correspond with the braille. They were then die cut into 75 pieces which could be inserted as desired in the boards. This makes it possible for us to stock 1500 different boards on which no two have the same series of numerals in any direction.

Records are to be kept of shipments to all agencies so that, in case there are later orders, new series can be shipped. The boards may be ordered in any quantity - from one up. Each board is supplied with a complete set of markers. They are left in natural wood so that they stand out well against the board, which is dyed black. This, incidentally, was done to give maximum legibility to the numerals, white on black having been found easier to read by low-visioned people.

Where Bingo is a legalized popular diversion, blind people have often expressed a desire to have a board, or boards, which they might use at public parties. Professional Bingo operators have expressed skepticism. However, it is quite possible that some churches or lodges which use the same inkprint cards all the time would be willing to pull one or more out, which could then be sent to our Special Services Department for duplication in the braille form.

Master Cards or Braille Numerals for calling are not included with the boards as sold. Should these be required three boards can be supplied, numbered consecutively for use as masters, and a separate kit of the plastic markers, numbered 1 to 75 could be used as call numbers.

A major development in the way of special devices is the new Megascop Projection Reader. Statistically, it has been estimated that from 70 to 80% of the blind retain some sight. People with only enough sight to count fingers at six inches have, in some cases, been able to read with this new magnifier. Deliveries of the final production run have only begun this week, so a lot of interesting questions are still unanswered. We don't know, for example, what reading speeds can be attained by people with different visual acuities. We don't know how much effort would be involved in reading a whole book. We don't know how much can be read before fatigue sets in. There are reasons to suspect that practice will affect all these points.

We do know that, in addition to pushing down the visual acuities with which reading is still possible, it has also made reading possible for eye conditions which could not benefit from conventional magnifiers.

The interesting thing about this special device is that it fails to excite most sighted people. Some even complained that it gave them headaches, but, as one blind girl observed, what would happen if they sat too close to a movie screen? Also, it looks too much like an ordinary microfilm reader. The problems here are much more complex. It is necessary to throw enough light on a small spot to enable the reflection to be picked up by a lens system and projected on the screen. It is also necessary to bend the pro-

jection enough times to fold the projection process into a compact form, and to end up with the letters turned the right way when viewed from behind the screen. This last is necessary if the reader is to get sufficiently close without obstructing the image.

To do all this without setting the book afire, and to get an undistorted image bright enough to be read in a lighted room was no mean problem. The closest approach before used 18 automobile headlight bulbs, which caused so much heat that a blower was needed to cool it down. The reader had to sit in total darkness inside a contraption the size of two phone booths. In spite of all this, the image was so dim that many people were able to see nothing at all on the screen.

As with so many of our most useful aids, this development had nothing to do with the blind. It was devised to make possible the reduction of books to microfilm size and printing them on 3 by 5 cards. Such a card can hold fifty or sixty pages of a book. It is simpler to handle than microfilm and is proving a great boon to librarians. I am told that the development costs alone amounted to about \$100,000. Indeed, when I first saw an experimental model, the translucent screen alone cost \$300. In that form, too, the basic design of the machine ruled it out for our purposes. Later, a model was put out which looked much more promising. We got in touch, then, with the manufacturer, in the hope that modifications could be made at a minimum cost to enable the machines to take any book or newspaper or magazine or letter. As it has turned out, the only thing we could use from the Microcard Reader was the principle. The Megascop Projection Reader is entirely new.

At first it was feared that only a single fixed magnification could be provided on each machine. It became obvious, however, that the ability to change from 12 to 25 diameters would be a tremendous gain. A special plastic lens was accordingly developed which would widen the spot of light to cover the larger field of the weaker magnification. This was mounted on the optical system so that an interchange could be made. This means that for only \$26.75 extra both strengths can be supplied.

A common criticism that is made by people of normal sight is that so few letters appear at a time. It is not fully realized that the magnification is linear so that, to get a full line of print from an ordinary book, a screen over eight feet wide would be needed for the stronger system.

Actually, it becomes a matter of exchanging hand movement for eye movement - the fingers move the reading tray, carrying the text across the screen. The suspicion is that this will in most cases become fully habitual. The truth is, many people who can read with the machine cannot even now see the entire screen either from restrictions of field or the closeness required to move the reading tray, carrying the text across the screen. The suspicion is that this will in most cases become fully habitual. Actually, many people who can read with the machine cannot see the entire screen, either from restrictions of field or the closeness required to distinguish the letters.

For use where it is desirable to have both hands free, a knee attachment might easily be designed so that the carriage could be moved in that way.

On the visual aid front, two other developments, neither one "special" are interesting. The first is a French lens of such a design that ambient light is collected and concentrated on the paper. This gives only two diameters of magnification, but has been surprising, indeed, as to those it has helped. People who have central losses but unimpaired fields were mainly benefited, but one such person who was said to have only 5/200 was able to read small catalogue print with ease. Some people with mild nystagnus have found it helpful to draw a straight line across the flat surface of the glass as an aid in keeping the place. Such a line can be drawn with any china-marking crayon.

The other development is the Polaroid sun glasses in which a separate moveable lens in each eye piece can be rotated to cut out more or less light.

Reading aids for the totally blind are still being actively sought. Perhaps the most promising is one which was originally conceived for an entirely different purpose. If and when it is perfected it will be able to recognize letters through a wide variety of type faces and sizes. Its output could easily be harnessed to a system of tape recordings of letters so that it would be able to spell out the words. It may be hoped that some form could be developed which would permit rapid enough articulation to produce recognition of words. These words would not sound like English, but quite conceivably could be understood as a language.

The drawback is still likely to be cost. The last estimates were that it might run to about \$1000 a unit to produce the machines in quantity. Meanwhile, other approaches which would presumably be much cheaper are being studied.

More imminent are a couple of portable recorders which promise to fulfill a long dream. There has, of course, been a battery-operated model on the market for some time which embossed on plastic belts. One version weighed 12 pounds and would record for an hour or so continuously. The cost was close to \$400. A new tape recorder which will cost somewhat less is about to come out with the name Cub Cordet. It, too, weighs 12 pounds and will list at about \$295.00. Quite probably discounts can be arranged. It closely resembles a filled brief case.

Still another, the Miniphon, is scheduled to be imported from Germany. It weighs 2 pounds and is small enough to carry in an overcoat pocket. It will record or play back for $2\frac{1}{2}$ continuous hours, either using batteries or AC or DC. I have not yet been able to see either of these. It seems likely, even if changing the wire should be intricate, that the Miniphon will fill an interesting need. The list price is expected to be \$250. The wire will cost \$16.00 a spool.

There is another entire area - the area of special service devices, which is not so well-known, and it has, on occasion, been a very important one. It may be helpful to recall some examples.

A girl had an opportunity for appointment as Medical Social Worker in a large hospital if she could demonstrate her ability to fill out the ink-print forms. Special templets were made to fit the forms in question. She

got the job. A lawyer needed a 50-foot steel tape for use in his practice which had considerable real estate work. A hotel manager needed a rule marked in some way for his particular needs. A boy got his first job as mathematician in a large business machine concern. He found he needed to know the details of the layout for the panel of one of their electronic computers. We made him a raised diagram in plastic - there were over a thousand connections. A boy in a Government Soil Conservation office had us mark a map of his state showing all the waterways - even streams which were dry most of the year. An auto mechanic needed a pump thrust gauge which we made for him. A man was to be fired from his job as machinist unless we could devise a means for him to carry on a certain operation. As it happened, that was a task to which the standard tools could be applied. The boss simply hadn't realized a blind person could use the tool, and the blind man had never heard of the tool. Electric stop clocks have been modified for two clinical psychologists. Oversized dial thermometers with extension tubes have been adapted. A scale is currently in process of modification for weighing brooms. Considerable work was done on testing equipment to make it useable by a blind rubber chemist who has since been made manager of the rubber plant where he is employed. A liquor dispenser was modified for a tavern owner to deliver a little over $3/4$ of an ounce and less than an ounce.

On rare special occasions, although ordinarily we try to discourage it, markers have been made for all the typewriter keys. Several braille writers have been modified for one-hand operation. Special canes have been made for three blind people who had lost both hands. A tape recorder was equipped so that it could be operated by a lawyer with the same double handicap. A technique was worked out for a piano dealer to fill out his own contract forms in a typewriter. Special caning tools have been made for several people. We have marked the controls on electric roasters. We constructed a special slate for marking the dials on Comptometers. We have supplied cards marked with over-sized braille. We marked a special X-Ray rule for a chriopractor.

While the resources available for this sort of work are quite limited, and while it is not always possible to find all the answers, a surprising number of the problems can be solved in this way. There are also outside resources which can sometimes be tapped without too much cost to the client or local agency. Sometimes, too, local resources can be used if a little advice can be given. We have cooperated, for example, with a number of local gas and electric companies in working out methods for modifying major home appliances.

Also, over the years, we have come to know, or know of, blind people in the widest variety of jobs. These people are always eager to help in the solution of technical problems which they have faced.

And now I would like to close on a sour note. In general, I do not enjoy showing our special and not so special devices to sighted groups. To the question - the inevitable question - "What's special about this?" I can only answer that it has helped a lot of special blind people to get back into action. And of course, every blind person is special. No matter if he's the only blind person in the world with a given problem, finding the answer is important. To the statement, "I could use that myself," it is often possible to say, "You can get it at Macy's." Then it can be pointed out that everyone

wants to do things easily and safely, and the need to use sight can be a nuisance, even with 20/20. To the newspaper photographer or the television man who says "Haven't you something different? -- something really blind," what can I say? It would be so darned easy to get up crazy, useless contraptions that would get on the front pages of at least the second section of almost every daily paper in the country.

But this summer on a typically sweltering day, we had the gadgets at Catholic University in Washington. We were in the entrance hall at the Library. I have never spent a day like it. Nuns, priests, brothers and students went over every device in detail, asking questions where something was unclear. And repeatedly some one would say, "I've never had a blind student (or parishioner, or whatever) but I may. I want to know what's available."

I say to you, as Home Teachers, who have blind people every day, that your attitude should be, "I may never have had a problem of this or that sort, but I may. I want to know every tool that's available." You men should want to know why there are no patterns for the blind home maker. You women should want to know why there isn't a speedier carpenters' level.

For Home Teachers, I am still convinced, must be the backbone of work for the blind. And the right tool at the right place can easily mean the difference between a state expense of dollars and a state expense of thousands of dollars for a newly-blinded citizen. When that sort of saving happens often enough, and can be demonstrated clearly enough, Home Teachers will become some of the best paid people in work for the blind.

SOME OF THE IMPORTANT BUT LESS OBVIOUS VALUES OF PHYSICAL
ORIENTATION AND FOOT TRAVEL FOR THE BLIND

Harold Richterman, Director of Burrwood
Industrial Home for the Blind, Brooklyn, New York

Formalized training in foot travel and physical orientation as we know it today did not exist before World War II. However, for centuries, the blind have been traveling with the use of a cane.

As far back as 1870, W. Hanks Levy, in his book Blindness and the Blind, suggested for the first time some systematized method of foot travel, and even suggested the type of cane that probably would be most suitable for the majority of the blind in travel. It is interesting to note that, in writing about the cane, he observed that it should be light and not elastic so that correct impressions could be transmitted through the shaft of the cane and to the hand of the user to help him differentiate between the different types of walks on which he was traveling. The handle, he felt, should be somewhat like a hook, and large enough so that it could be grasped firmly, and not easily knocked from the user's hand. He observed further that the cane should be suited to the type of individual using it, and also that it should be a trifle longer than the usual walking stick.

W. Hanks Levy described in some detail a technique for using the cane which is surprisingly similar to the technique which, after almost two generations and after very extensive trial and error in recent years, has been adopted as the standard technique taught in many adjustment and training centers for the blind throughout the country. The technique which he described differed in one important respect from the one now so widely used: it involved the rhythmic movement of the cane so that the tip of the cane touched the ground in front of the forward foot rather than in the reverse position, which experience has proved affords greater safety. Levy's error - and we now have had enough experience to state categorically that it was an error - might have been soon corrected if his technique had been practiced instead of having been allowed to remain for so many decades as untested, armchair conjecture. When we consider how basically sound were the writings of W. Hanks Levy, it is a bit disheartening to realize how little contemporary workers for the blind have contributed to the technique of traveling by use of the cane.¹

The gratifying success which has been experienced in teaching the blind to travel alone by use of the cane in many adjustment and training centers throughout the country and the increasing acceptance by such centers of the highly effective technique of using the cane which is commonly referred to as the Valley Forge Technique is very largely attributable to the excellent work of Dr. Richard E. Hoover at the Valley Forge General Hospital in training blinded servicemen during the last war to develop sound physical orientation and safe, efficient foot travel ability. Dr. Hoover had the discernment to recognize in the writings of W. Hanks Levy a sound basis upon which to accomplish his objective of providing the blinded serviceman with whom he worked

1. W. Hanks Levy - Blindness and the Blind

with safe, efficient, physical mobility. He further had the imagination and the industry to build upon and modify this basis until he had established a virtually fool-proof technique, worked out to meet almost every possible contingency of achieving sound physical orientation and ability to travel alone by use of the cane.

The Valley Forge technique has become so standard in our field that it is unnecessary to describe it here or to attest to the many ways in which it is superior to the more or less impromptu, unsystematic, methods of foot travel by use of the cane which have been taught prior to its development. The time that has been allocated for demonstrating the Valley Forge Technique and for answering questions concerning it following these remarks will afford ample opportunity to introduce it to any here who may not yet be familiar with it, and for us who have been using it to exchange our experience with it and benefit from the refinements in its use which may have grown out of this experience.

The importance to a blind person of being able to travel alone is so obvious in its broader aspect that it seldom receives careful definition. Aside from the economy of being able to travel alone and the necessity, generally, of being able to do so to enter employment, let us consider some of the more subtle and highly significant influences, upon the rehabilitation of a blind person, of independent mobility and the sound physical orientation which is prerequisite to such ability if it is to be effective.

There are four main considerations in teaching the blind to travel in safety which relate to the primary objectives in rehabilitation of helping the individual to achieve the greatest physical, mental, social, vocational, and economic usefulness of which he is capable.

I - Physical Usefulness:

The ability to travel counteracts poor posture and the other signs of degeneration in physical fitness. Sitting constantly may produce weakness in the feet and knees, and being continually in a slouched position may result in kyphosis or scoliosis. The sunken chest and dropped head commonly result from an excessive sitting existence. The training of good habits of physical activity results in sound physical development. Walking will help in strengthening of legs and arches and in maintaining a good posture - head up, chest out, chin in.

In instructing a blind person to travel alone, attention must be given to many factors which are incidental to the act of traveling alone but which contribute materially to his social acceptability and which are made easier to achieve once he can experience the feeling of self-reliance and self-respect that grows from his new found independence: Using hands and arms to stress a point; looking attentive by proper use of head and eyes -- keeping the eyes open -- dressing with regard to style and color; keeping well groomed, clean shaven and neat; eliminating nail biting, finger fidgeting, rubbing or poking the eyes continually, swaying from side to side, waving the hands in front of the eyes, etc. All of these are essential to effective independent travel and are achieved more easily when the stimulation that is found in independent travel eliminates the boredom and indifference that arise from immobility and dependence.

II - Mental Usefulness:

The development of concreteness as a foundation for thought is important to healthy psychological orientation. The ability to explore the environment by physical contact avoids the necessity of thinking abstractly, thinking without specific foundation for the thought content. Finding out and interpreting for oneself what is in his environment gives one control of his environment and an awareness of his precise relation to it. Thus, in walking down a street, what one can hear or smell, one will recognize and will interpret and the tendency of so many blind persons of living in a virtual vacuum, filled largely by fantasy and unreality, will be avoided.

III - Social Usefulness:

Psychological freedom and independence begin with physical freedom, or the ability to go where, when, and with whom you wish. One's knowledge that, to a great extent, one is independent and not geared irrevocably to the activities and interests of others makes for self-confidence and affords a basis for effective social behavior.

IV - Economic and Vocational Usefulness:

The ability to travel to and from work is generally a first prerequisite to successful employment; and the cost of hiring a guide to accompany one to and from work is generally prohibitive. Effective orientation within one's environment which, as indicated above, can best be accomplished through independent mobility is basic to success in almost any type of employment.

The use of the cane, of course, is no substitute for the use of vision. It is a method through which the remaining senses can be brought to maximum usefulness. Auditory localization and interpretation of sounds, for example, constitute a most important means by which the blind are able to orient in their environment, if they enjoy the ability to explore their environment tactually whenever it is necessary to acquire or confirm concrete knowledge essential to give correct meaning to sounds. The sounds of moving buses, trucks, shovelling, junkman's bells, and the sounds of countless commonplace activities, if he can interpret them, provides the blind person with the cues to the make-up of the environment he moves in and his position within it. Similarly, the habit of identifying odors with their probable source, through his recollection of what he has learned about them through previous experience can add considerable significance to the blind persons information about his environment. The sense of smell tires easily and, consequently, the blind person who is to use it to advantage must be alert to recognize and use quickly the information that he derives through it.

Much might be said about the use of the tactile sense and the kinesthetic sense in developing an essential foundation for realistic thinking and the importance to the full use of these senses of free and extensive mobility which is made possible through the effective use of the cane. Mobility which is dependent upon the exercise of senses other than one's own - whether they be the senses of another person or the senses of a devoted dog - fails to afford the self-development which is possible only through the free exercise of one's own senses. Mobility, further, which is inhibited by fear of the

unknown, a fear which inevitably accompanies the attempt to move in an unfamiliar environment without the protection of the cane cannot afford the healthy, anxiety free state of mind that is so important to the full use of one's perceptive and interpretive capacities. The blind person, unable to detect where his next step may place him in an unfamiliar environment, must have some means of broadening his horizon of physical contact and of doing it in a manner that will protect his person from the hazard of uncomfortable or painful collisions and descents. The cane is the most practical instrument for accomplishing this and the use of the cane, like the use of any tool or instrument can best fulfill its purpose if its user is thoroughly trained in the most effective technique of accomplishing the purpose for which it is intended.

RECENT MEDICAL DEVELOPMENTS IN THE PREVENTION OF BLINDNESS

Dr. Robert D. Mulberger, Wills Hospital

Philadelphia, Pennsylvania

I have been asked to talk to you for a few minutes this morning on some of the recent investigations and advances in the alleviation of blindness.

In the past few years and specifically within the past two years many phases of treatment of the visual handicapped and prevention of blindness have been investigated. A few of these endeavors have resulted in definite advances, while many of these studies have been of value only in a negative way.

Most notable of these is a relatively new disorder which occurs in premature infants, especially those weighing $3\frac{1}{2}$ lbs. or less at birth and is known as retro-lental fibroplasia. Much clinical and investigational laboratory research has been done on this problem and as yet we aren't even close to the answer. Still these studies are of value in a negative way in that we do know of many factors that have nothing to do with this disorder of the retina which is associated with prematurity.

While much has been and is being done in the teaching and rehabilitation of the blind, and I'm sure that this group has played an integral part in this phase of dealing with the visually handicapped, it is from the strictly medical view point that I would like to talk with you today.

From the eye physicians point of view the recent studies have been in two main fields; First that dealing with new drugs and their usage and secondly the newer advances in surgery to prevent and alleviate already existing visual defects.

In the field of drugs I'm sure most of us can recall when sulfanilamide, first became commercially available less than 15 years ago. Since then many of the antibiotics have come out and are now almost household words-sulfapyrimine, sulfathiazole, sulfadiazine, prontosil, neo-prontisil, sulfacetamide, gantrisin, penicillin, aureomycin, terramycin, streptomycin, and neomycin only to mention a few of these new products. All of these drugs have markedly reduced the incidence of blindness. These drugs are used chiefly in the control of infections such as trachoma, ophthalmia neonatorum which is a congenital infection occurring at the time of birth due to an infection in the mother and in many other types of infection regardless of the cause while many of them are truly miracle drugs. Unfortunately none of them that have so far been discovered are 100% cure alls against all types of infection, thus it is that the work goes on to develop the old and to discover the new in order that ultimately all types of infection may be controlled and lives and eyes may be saved.

According to available statistics cataracts are the chief cause of blindness in the U.S. This accounts for about 24% of all blindness. Next in order of frequency is glaucoma, a disease with which I'm sure all of you are familiar.

The national society for the Prevention of Blindness estimates that there are 800,000 people in the U.S. who have glaucoma and who do not know it.

Glaucoma is an increase in pressure of the eye ball so that eventually if it is not brought under control the pressure inside the eye causes degeneration of the eye, the nerve fibers which conducts the visual impulses to the brain die and blindness results.

The constant awareness of the eye physician as to the possibility of glaucoma being present and the glaucoma surveys that have been done recently in the larger cities have done much towards discovering this insidious eye disease.

Progress has been made in both the medical and surgical treatment of glaucoma in the past few years. While pilocarpine and eserine have long been used as drops to control intra-ocular pressure, newer drugs have been developed where these drugs fail to work. The one we have heard the most about recently is D.F.P. much of the original work on this drug having been done at our own Wills Eye hospital by Dr. Irving H. Leopold, Dr. P. Robb McDonald and others.

The search goes on for drugs which will be more effective in a greater number of people who have glaucoma. Unfortunately the cause of the glaucoma is not always known and here again research is continuing in order to determine the cause of glaucoma.

The third cause of blindness today is uveitis, uveitis is an inflammatory process affecting the structures inside the eye. Namely the iris, choroid and ciliary body. Often if uncontrolled the eye goes on to blindness. The inflammatory process while often the result of infection may be caused by allergy, toxins, injury or other causes. It is here in the field of uveitis that the newer antibiotics often play an important part, a number of these drugs having already been mentioned.

It is in the field of surgery that some of the most remarkable and at times most ingenious operations have been devised to prevent, correct and alleviate blindness. The newer methods of cataract extractions which we now use results in better results following operation than ever before. The ultimate visual outlook in the cataract patient providing the eye is otherwise healthy is extremely good today regardless of the age of the patient or their general health.

A number of operations are in use to control glaucoma, the number and different types of operations devised speaks for the difficulty in always controlling pressure once medical management has failed. Yet often the tension is controlled and vision is saved. An operative procedure known as goniotomy has been developed and used much in the past few years in controlling congenital glaucoma. These children, who before often progressed to complete blindness, now have a chance of ending up with some vision.

I'm sure that most of you know at least something about corneal transplants and while they are indicated only in a limited few cases of blindness never the less this does not in any way detract from the importance of this

surgical procedure or from the joy and happiness of those who have regained at least some sight by this operation.

Corneal transplantation is indicated in persons who have lost all or most of their vision either through disease of the eye or whose eyes have been injured, so that the cornea which is as you know, the clear transparent part of the eye which covers the iris and the pupil, has become opaque so that the light cannot get into the eye, then, no matter how healthy the rest of the eye may be the patient cannot see.

This operation entails the removal of a window of the cloudy opaque cornea and then replacing this window with another cut to fit piece of clear cornea which has been taken from an eye that has been removed for one reason or another, but one whose cornea is healthy. The donor eye may be a normal healthy eye which is removed shortly after death from some one who wished for their eyes to be used for such a purpose at the time of their demise. On the other hand the donor cornea may be from an eye which had to be removed by reason of injury, or it may have contained a tumor which necessitated its removal, or eyes which otherwise required removal for other reasons. The important thing is that the cornea of the donor eye must be healthy.

Donor eyes can be stored for a limited time in special containers. New York has an eye bank where these eyes are kept - they are picked up at hospitals by the Red Cross rushed to airports where they are flown free of charge to the Eye Bank, any eye physician who is experienced in this type of surgery can then obtain donor corneas when needed. In Philadelphia, there is no eye bank although we can use the New York Bank, the several hospitals in Philadelphia at which corneal transplants are done keep a list of suitable cases for corneal transplant and as donor eyes become available the recipient patient is called in for almost immediate operation.

Another very important phase of proper ocular care in which much progress has been made is that of eye examinations and preventive eye care in school and pre-school groups of children. Just within the past several years a number of series of cases numbering up in the hundreds of thousands of children have been reported on as to the incidence of ocular disorders and the institution of proper preventive eye care. At the present time, a survey of school children is going on in Philadelphia and eventually a report will be made in something over 100,000 children. Children who need glasses or other treatment, medical or surgical for muscular imbalances comprise the great majority of cases. So called sight-saving classes are doing a remarkable job with many youngsters. This is a phase of eye care with which I'm sure this group is very familiar and about which I need not say more.

I have purposely left several of our most recent advances until last. These are ACTH and cortisone and even more recently compound F. These substances which are normally produced by our own body are extremely useful in the treatment of many ocular disorders especially in uveitis which has not responded to other forms of treatment.

The complete reports on the end results of these substances are not in yet, and won't be for several years, but so far we are sure that many eyes have been saved or the inflammatory process which ultimately could have caused blindness has been kept in abeyance.

In closing I want to thank you for inviting me to talk to you for a little while. I realized I have barely scratched the surface of the vast amount of time, money and energy that is being spent on laboratory and clinical research in our constant endeavour to prevent occurrence and alleviation of blindness. Fortunately, much of the research problems that have been worked upon and - that are underway now are not brought to the public by way of Reader's Digest, Time or The New York Times, but are published in Ophthalmological Journals, only after all the facts are known. It is to these neat little laboratories, often in an obscure corner of a large institution, and to the technicians, chemists, physicists and other scientific workers as well as physicians that we all owe much.

Again I want to Thank you for asking me here.

THE ROLE OF THE HOME TEACHER IN THE REHABILITATION PROCESS

*Douglas C. MacFarland, Rehabilitation Counselor
Delaware Commission for the Blind, Wilmington, Delaware

The role of the home teacher in a vocational rehabilitation program is a vital one, but in many instances, one that is underrated and sometimes overlooked entirely. We, as rehabilitation workers, are constantly seeking new sources of training for our clients, but we sometimes fail to recognize and expand the services which are already at hand. We should certainly continue to develop new areas of service since it will be a long time, indeed, before we reach the point where we have available all the services desired, but no matter how many tools we have at our disposal we will do a far better job if we fully understand these tools and make adequate use of them.

Because of the various types of programs represented here today it would be impossible to make specific suggestions to fit each one individually, therefore, these few remarks will be based on the general relationships between the vocational rehabilitation and the home teaching services. The working relationship, as I see it, should contain nothing new for many of you; in fact, you may have several additional suggestions that you would include. However, these suggestions could be considered a minimal basis for establishing a smoothing working relationship.

The home teaching service is perhaps the only service geared to give instruction to the blind where the instructor has already established a working relationship. The counselor may draw valuable material from the teacher which will aid in setting forth a realistic planned objective. If the home teacher is thoroughly familiar with the VR program she is in a position to make intelligent referrals and can give the counselor material regarding family attitudes and community resources available. To cull such information takes time, and if the counselor can rely on the home teacher for this he will be free to spend his time on other aspects of the plan, and thus afford his client a more streamlined service.

The responsibility of the home teacher in a VR program falls into three broad classifications: 1, prevocational adjustment; 2, social work; 3, vocational training. By prevocational adjustment I mean, for example, orientation for the newly blinded, how to dress in a manner acceptable to the community, arrangement of clothes according to color so that they may be easily identified, proper eating habits, grooming, how to get about the home, how to travel comfortably with a sighted guide, etc.

Teaching the client acceptance of responsibility in the home is important in order to prepare him for the larger responsibilities he will meet in earning a livelihood. Illustrations of this type of training would be teaching the women how to carry on some of the daily chores of the home for which they would be responsible if sighted, and giving the men training to perform some of the simple home repairs that would ordinarily be expected of them.

Much of the prevocational adjustment training I have briefly outlined can be purchased from rehabilitation centers, and these facilities will increase in the future. However, there will always be the client who can bene-

fit from such training, but who will not attend a center, and in these cases the home teacher can bring this training on a less intensive scale to the home. The teacher may also act as an observer for the counselor after the client has graduated from the center to determine whether he is making use of the training received, and where the training is not being utilized, to stress the importance of it to him. I feel that the home teaching service is used to its greatest advantage as a supplement to a formal type of training, encouraging the client to take the training necessary and to give those preparatory skills as they are required.

You will note I have not mentioned travel training which is certainly important in prevocational adjustment. This area of training is sometimes delegated to the home teacher, but I believe it is an area which cannot be adequately handled by her because of the length of consecutive hours usually necessary for training, and because sight is necessary for observation of correct procedures, and for the safety and complete confidence of the client.

The amount of training that a teacher can provide is directly affected by her caseload, the territory she must cover, and the skills that she possesses. In order to correctly evaluate these factors the counselor should make himself thoroughly conversant with the home teacher service and build his training program accordingly. The prevocational portion of the program just outlined would constitute services provided free to all clients, and therefore free to the rehabilitation department, except where special attention is provided in orientation. (cases where the home teaching department must give an intensive course of study which necessitates devoting more time to the rehabilitation client than to other agency clients)

In the social work aspects of home teaching I would include helping the family adjust to the blind person, and acquainting the client with community facilities that might be useful to him. The home teacher should be allowed to spend much of her time in the social work activities of integration with family and community, and as a liaison between counselor, training center and client so that the client at all times understands the continuity of the program and does not get the impression that he is following a series of unrelated steps which may lead to a job, but which can be eliminated or treated as end results in themselves.

Training for specific projects is another major area where the home teacher will have an increasing role to play in the future. An example of this is housewives whose greatest need is training in home management. (cooking, cleaning, laundering, purchasing and proper identification and storage of merchandise.) The rehabilitation program will have an ever-increasing interest in accepting older clients, and for these clients we will need concentrated instruction in handicrafts where effective home projects can be developed and where markets are assured. This training will include the traditional leatherwork, needlework, caning and weaving; the latter two are more than traditional - they are ancient - and there are some who feel that they should be dropped. But they are still affording livelihoods for some blind people, and should therefore continue to be taught.

Although training in the foregoing areas is necessary, the home teacher should devote as much time as possible to learning new skills to aid in the

development of the home work program. Usually, the most successful home employment projects are those which can be taught very quickly, are easily transported and can be checked for accuracy by the blind worker himself. With these prerequisites it would seem that the home teacher could absorb the training necessary and teach the various operations to the client. Braille, typing, and limited pencil writing may be given as part of training where this training can be used in business management or note taking, but extensive braille or typing lessons could not be construed ordinarily as rehabilitation training.

Where formal training is purchased by vocational rehabilitation from the home teaching service there are two major responsibilities; first, the counselor and those involved in instruction should draw up a formal plan, following a schedule as nearly as possible, with a definite progression of instruction and a time limit; second, this training should be considered different from that given under ordinary circumstances by the home teacher, and clearcut reports of progress should be made periodically to the counselor so that he can make proper evaluation. It is the counselor's duty to explain to the home teacher at the start what he expects, and the home teacher should be prepared to let the counselor know if there are any limitations and if the goal is feasible or not. Regardless of whether the two programs are administered by the same agency, the training should be a contract for the purchase of professional services and should be treated by both parties as such.

No rehabilitation program can be entirely effective without the use of the home teaching department, but an effective program is built upon cooperation, and can never be attained without complete understanding by both parties concerned. The strongest basis for smooth functioning is the premise that all services are geared to give the client the best that the agency or agencies can afford. All workers carrying a major responsibility in a case must be thoroughly acquainted with the entire program and its ultimate goal, and it is the duty of the counselor to make this plan and goal known. He has the responsibility for formulating it, and should act as co-ordinator, but under all circumstances the workers contributing should keep a solid front so that the client gains confidence in the plan and a desire to carry it to completion. There is nothing more confusing to a client or devastating to true rehabilitation than a series of workers giving services to a client that are to him disconnected, and in some instances, contradictory. Each client is an individual and his plan will be drawn accordingly. The overall counseling techniques, (directive or non-directive) should be explained to the teacher so that she can follow the progress and will know how to deal with certain behavioral patterns on the part of the client. She should have access to all materials pertaining to the case, and should be at least conversant with medical and psychological data. No instructor can be expected to make intelligent progress reports relating these reports to data of which she has not been made aware. The instructor should also be conversant with the economic status of the client so that she will be in a better position to know what can be purchased for the client under vocational rehabilitation and thus avoid misunderstandings.

Interstaff conferences are the only sure method that I know of for promoting understanding. It is advisable to hold conferences periodically on specific clients so that progress can be observed and the experiences of

all concerned be brought to bear on the problems involved in each individual case. Before any such smooth-working relationship can take place, however, it is essential that the home teachers who will be working with the VR group thoroughly understand the aims and purposes of the program and the rules and regulations under which it operates. This understanding alone can go a long way toward making a training program successful. The personnel of the VR department should be thoroughly familiarized with the problems of the home teaching staff, and should be given an appraisal of their strengths and weaknesses so that they will not call for the impossible. As new developments take place in the rehabilitation department they should be made known to the home teaching staff, especially where they pertain to regulations for training or new developments in the home employment field. I am sure we could all give many illustrations of how our programs can be integrated through better understanding, but the point need not be over-stressed. The fact remains that a program can only excel in proportion to the sincere effort put forth by all concerned.

In summary, it would seem, then, that our major problem as rehabilitation workers and home teachers is to introspectively examine our current working relationships fully, and expand and develop them wherever possible.

LIVING ARRANGEMENTS for OLDER BLIND PEOPLE

Miss D. Milo Upjohn, Supervisor
Family Service Department
Episcopal City Mission, Philadelphia, Pa.

The problem of finding satisfying living arrangements is a perplexing and worrisome one for all too many older persons, whether they are visually handicapped or not. Many of the problems are the same, so with your permission, I shall consider the problem in the round.

Each older person who needs to change his situation should have open to him a wide variety of living arrangements from which to choose. He should be able to find, not just the kind of situation that we think is good for him, but the kind that he will feel comfortable and at home in. Sometimes his choice gives us qualms and it is difficult for us to keep from pushing him into something else that would make us feel better. The community would like to see the older person in a tidy and safe place, tucked away neatly. But often that is only suffocating and irritating to the older person. For instance, when Mr. Brown, who had been living alone, said he guessed he had better go to stay with his married son, we were relieved. He could see only the difference between light and darkness, and he was getting too feeble to be able to do his own errands, although he still kept his room immaculately and did his own cooking. However, after living with his son and daughter-in-law for a while, in another part of town, he asked our help in finding a place of his own again. There was little he could do to be useful in his son's home and he had lost his feeling of independence. With some misgivings we helped him get settled in his own quarters again. He has a place that to us is gloomy, but which is right for him because sun-light hurts his eyes. A young neighborhood boy runs his errands and helps with the fire. Once again Mr. Brown is having meals cooked his own way, is in his own neighborhood with people he has gossiped and argued with for years, and he has a real feeling of independence, of again being "his own man".

Many older people make their own plans and do not need any help. But there are also many who do need help. In times past, the community has thought that in the main there were only two satisfactory solutions for the older person who could no longer entirely take care of himself: either live with his children or go into an institution. Now we can offer him his choice of several plans, and are developing several more.

For those who would prefer to remain in their own rooms or apartments, in the middle of a familiar neighborhood, we should have community services available to make such a plan possible. For instance, often the rather feeble person is able to stay on where he most desires if once a day a well-balanced hot dinner is prepared for him. "Hot meals on wheels" has been tried in England, and here in Philadelphia such an experiment is being discussed for one neighborhood. The plan, a difficult one to work out, would be to deliver hot, tasty food, cooked in a central kitchen, to older people who can manage to get their breakfasts and suppers in their own rooms, but who have neither the resources nor the interest to prepare for themselves an adequate main meal. This kind of project has real value also as a pre-

ventive measure, for we all know how important correct diet is for both mental and physical health. --- Visiting housekeeper service, like visiting nurse services, would be a great boon for the older person who wishes to be independent in his own little place, but because of some physical handicap cannot do adequately all his house cleaning alone. Perhaps he would only need a visiting housekeeper once a week for an hour or two, to do the heavier or more complicated tasks. In Philadelphia we are working on the problem, but so far, except for Jewish Family Service, the plans are not yet in operation.

We have been troubled by the fact that many older blind people have to be placed in nursing homes, although blindness is their only "illness". When blindness comes late in life there are few services available for rehabilitation. We have been wondering if casework agencies could not form a team with the Home Teachers, and perhaps with consulting nutritionists and physiotherapists, to teach the newly blind older person how to take care of herself and her home, and how to get about the community. Too often we rush people into institutions or commercial nursing homes, without finding out if they could learn how to manage comfortably in their own places. Also, another important matter: We have become convinced that on the whole it is far better for visually handicapped people to be with sighted persons. So, if a team could be formed, with everyone on it working toward helping a recently blind person to relearn ordinary, every day skills, many persons might be able to continue to live out in the community with sighted people.

But not everyone wants to live alone, some persons would prefer to live with a group, to gain companionship and security. How many choices can we give them? There are non-profit institutions for older people; there are informal group living arrangements; there are a few foster homes sponsored by one family agency; there are commercially operated boarding and nursing homes. Perhaps there should be a greater variety, perhaps we haven't yet thought of all the possibilities that could be developed for group living and group care. At least these are a good start.

Philadelphia has many established non-profit Homes, some of them solely for the visually handicapped. Some of the non-specialized Homes will not accept blind applicants. They fear they cannot give them adequate care. But the blind are not the only ones who cannot be admitted, for there are many more older persons who want the security of knowing they will be taken care of when they are ill, than there are rooms in existing buildings. Yet putting up many more buildings does not seem to be the answer, chiefly for two reasons. In the first place, building costs are so high today, institutions can't afford to add enough extra space to house all of the rapidly increasing number of people who are living into their seventies and eighties and even nineties. In the second place, many want to live in their own quarters until the time when they need infirmary care. So even if we could afford to raise buildings to house every older person, that would not be the happy solution for a great many. But how can their desire to live independently as long as possible be coupled with their desire to be sure of care when it is needed?

Two Homes here are working on exciting plans. One Home had engaged full time a social worker who helps and plans with older people on their

waiting list living in their own homes, yet who are considered a part of the Home's family. She assists them to live satisfying lives out in the community and when there are parties or other especial events in the Home, they are included as if they lived within the walls. And if they can no longer take care of themselves, they may become residents of the Home, even being admitted directly into the infirmary. The other Home helps the applicant who would still like to be "on her own" to find a room with a private family in the neighborhood of the Home, where they go for their meals and entertainment, their corporate communions, and where they receive medical supervision and will be cared for when they are ill. Projects of this sort make it possible for the Homes to be useful to more people but at strikingly less cost than new buildings, and it makes it possible for the older person to go on living her own life. Such a plan would have meant a lot to a little old lady who decided not to go into a different Home, because she had never been used to having to go to bed at ten o'clock sharp every night. Or to another, who wanted the security of a Home, but who also would have liked to be permitted to take a temporary job, to make life more alive.

The next two plans, private group living arrangements and foster homes, are still mostly gleams in family agencies' eyes - but they are very promising, and have been recommended for development by the Division for the Aged of the Health & Welfare Council, as have the other ideas I have been describing. -- Sometimes two or three older unrelated people, who would like a home of their own, but have no family, decide to club together to take a house or an apartment and divide up the work and the expenses. Family caseworking agencies can learn more about these private group living arrangements, how they work, what the pitfalls are, so that they can counsel effectively with others who would like to put such a plan in operation. -- Foster homes, (private families) can be the answer for older people who would like to be a part of a family, made up of individuals who are younger than themselves, with interests different from the older person's contemporaries. One woman of eighty odd years indignantly refused the idea of an old persons Home; she said she didn't want to be around a lot of old women! We feel very meek for having made such a wrong suggestion, and are busy trying to find the right kind of foster home for her, where there will be no "old women", only herself and people about half her age.

In Pennsylvania we are happy that recently it has been made mandatory for commercially operated boarding homes, as well as nursing homes, to be licensed and supervised. That is a big step, but we need to go further. Many older people can pay very little for such care. Their maximum grants from Public Assistance, in Pennsylvania for instance, are only \$64.00 a month. An operator of a commercial home cannot afford to provide much service for such an amount. And the lives of older blind persons in most commercial homes are so dull and so restricted. There is practically nothing for them to do, even their little amusements are curtailed. If they play their radios or their talking books too much, they annoy every one else penned up in the crowded rooms. We need to help the operators to find practical ways to make their charges' lives more happy and useful.

Another community resource for older people needing help with their living arrangements are the caseworking agencies. Since I belong to one, I have unconsciously prepared this talk with indirect references to the case

work services we give. . In my agency, which has several departments and institutions, one in particular works exclusively with the visually handicapped. Mrs. John Lever, who did so much to develop the department of Church Work among the Blind, was both a friendly visitor and a caseworker. She visited the blind people who were lonely and no longer had people of their own, she sent them embossed cards to mark their anniversaries, she did difficult shopping for them, she took them to hospital clinics for the first time or two until they knew their way around. She counselled with them about many knotty personal problems, their relationships with others, and their unhappy feelings within themselves. (Often the blind person was sure that she had no friends because she was blind, while really it was because of the kind of person she was; she was only hiding behind her blindness). Sometimes she was able to help relatives to understand and so feel more sympathetic and be more helpful. She assisted many older blind people to find suitable living arrangements, or at least as suitable as they could afford. And after she assisted them to move, she continued to visit them, to help them to make the many adjustments that so often make the first few weeks or months in a new situation difficult.

The older blind person seeking satisfying living arrangements has especial problems, but I believe that in order to help the community to carry out its responsibility for them imaginatively and well, it is necessary to attack the whole problem of living arrangements for older people.

SUMMARY

FIFTEENTH BIENNIAL CONVENTION

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

LORD BALTIMORE HOTEL, BALTIMORE, MARYLAND

OCTOBER 20 TO OCTOBER 23, 1954

HR 1661 E



AMERICAN FOUNDATION
FOR THE BLIND INC.

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OFFICERS AND EXECUTIVE COMMITTEE

Honorary Life President	Miss Mary E. French Providence, Rhode Island
President	Miss Ethel I. Parker Massachusetts Division of the Blind Lawrence, Massachusetts
Vice-President	Mr. Richard Kennen Maryland Workshop for the Blind Baltimore, Maryland
Secretary	Mr. Alfred Allen, Assistant Director American Foundation for the Blind New York, New York
Treasurer	Miss Ruth H. Laupheimer Maryland Workshop for the Blind Baltimore, Maryland
	Mrs. Ethel I. Connor Hartford, Connecticut
	Miss Sophy Forward Harrisburg, Pennsylvania
	Mrs. Mae L. Moore Pennsauken, New Jersey

PROGRAM COMMITTEE

Mrs. Martha Campbell
Mrs. Ruth Durnall

Mr. Richard Kennen, Chairman

Mrs. Mae Moore

Miss Gretta Griffis
Miss Ruth Laupheimer

MEMBERSHIP COMMITTEE

Mrs. Wilma T. Newton

Mr. Richard Kennen, Chairman

Miss Helen Sattazahn

NOMINATING COMMITTEE

Mrs. Ethel Connor

Miss Sophy Forward, Chairman

Miss Theresa Wood

RESOLUTIONS COMMITTEE

Miss Hedvig Chodacz

Mr. Lemont Hackett, Chairman

Mrs. Charles M. See

Mrs. Lydia Mack

H O S T

Maryland Workshop for the Blind
Mr. William S. Ratchford
Secretary and Superintendent

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FOREWORD

The Fifteenth Biennial Convention of the Eastern Conference of Home Teachers of the Blind was held at the Lord Baltimore Hotel, Baltimore, Maryland, on October 20 through October 23, 1954, and in the following pages are summarized briefly the essential details of the meeting.

The Convention opened on the evening of Wednesday, October 20, at eight o'clock, with our host, Mr. William S. Ratchford, Secretary and Superintendent of the Maryland Workshop for the Blind in the chair. Approximately 100 people were present. Addresses of welcome were made by Judge Thomas J. S. Waxter, Director of Public Welfare, representing the Honorable Theodore R. McKeldin, Governor of Maryland, and by Mr. Charles M. See, Trustee of and representing the Maryland Workshop for the Blind. Following an appropriate response and Presidential address given by Miss Ethel I. Parker of Lawrence, Massachusetts, those present enjoyed a social hour as guests of the Associated Blind Women of Maryland.

On Thursday, October 21, papers were presented by Dr. Charles E. Iliff, Professor of Ophthalmology, Wilmer Institute, Johns Hopkins Hospital, Baltimore (Some Recent Developments in the Treatment of Major Eye Disorders); Dr. Arnold Patz, Baltimore Ophthalmologist (talking on the subject of Retrolental Fibroplasia); Mr. Charles M. Ritter, Consultant on Special Aids and Appliances, American Foundation for the Blind, New York (talking on What the Home Teacher Should Know About Special Appliances for the Blind); and Miss Margaret Crawford, Home Teacher for the Pennsylvania State Council for the Blind, Philadelphia (giving a Preview of the Afternoon Exhibit). In the afternoon, the members devoted themselves to examining a most interesting exhibit of crafts and appliances used in Home Teaching, made possible by the courtesy of the American Foundation for the Blind of New York, the State Board of Education of the Blind of Hartford, Connecticut, the S. and S. Leather Company of Colchester, Connecticut, and the Robert Golka Leather Company of Brockton, Massachusetts.

On Thursday evening, 97 people sat down to the biennial banquet meeting, with Mr. R. C. Thompson, Director of the Maryland Division of Vocational Rehabilitation serving as Toastmaster. During the evening an inspiring address was given by Dr. Thomas G. Pullen, Superintendent of the State Department of Education of Maryland, following which Mrs. Christiana Anderson, retired Home Teacher for the New Jersey Commission for the Blind was presented with a handsome engraved silver-plated tray, in tribute to her more than thirty-five years of distinguished service as a Home Teacher. The presentation was made by Mrs. Mae Moore, Home Teacher for the New Jersey Commission for the Blind, and appropriate remarks were made by Mrs. Anderson.

On the morning of Friday, October 22, papers were given by Mr. Clark Tibbits, Head, Committee on the Aging, Department of Health, Education, and Welfare, Washington, D. C. (title: The Aging; Our New Opportunity); Miss Gretta Griffis, Home Teacher for the Family and Children's Services, Washington, D. C. (title: The Aging: A Challenge for the Home Teacher); Mr. Alfred Allen, Assistant Director, American Foundation for the Blind and Secretary-General of the American

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Association of Workers for the Blind (who outlined the Present AAWB Requirements for Home Teacher Certification); and Mrs. Martha Campbell, Home Teacher for the Pennsylvania State Council for the Blind, Philadelphia. A Business Meeting began at three o'clock, the details of which appear elsewhere.

On Saturday morning, October 23, the entire audience participated in a Question and Answer Forum, with a chosen list of panelists to deal with and answer questions submitted by the members. Participating members of the panel were: Mrs. Frances Dickinson (Chairman), Field Representative for the New Jersey Commission for the Blind, Newark, New Jersey; Mr. Roy Ward, Home Teacher for the New York Association for the Blind, New York City; Mrs. Ethel Connor, Home Teacher, State Board of Education of the Blind, Hartford, Connecticut; Miss Sophy Forward, Supervising Home Teacher, Pennsylvania State Council for the Blind, Harrisburg, Pennsylvania, and Mrs. Wilma True Newton, Home Teacher, Division of Services for the Blind, State Department of Health and Welfare, Augusta, Maine. All were agreed that this session was an extremely interesting and profitable one.

President Parker then installed the newly elected officers, each of whom pledged his best efforts in support of the advancement of the Home Teaching profession and the ideals of the Conference. The President then adjourned the meeting sine die.

REGISTRATION

	<u>Members</u>	<u>Visitors</u>	<u>Total</u>
Connecticut	11	5	16
Delaware	1	-	1
District of Columbia	1	-	1
Florida	1	1	2
Maine	1	-	1
Maryland	6	4	10
Massachusetts	2	2	4
New Jersey	8	5	13
New York	12	6	18
Pennsylvania	13	2	15
Rhode Island	2	1	3
Virginia	5	-	5
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Totals	63	26	89

Some 20 other persons were in attendance but did not register.

Table 1

Year	Population	Area	Notes
1950	100	100	Initial data
1951	105	105	Population growth
1952	110	110	Area expansion
1953	115	115	Population growth
1954	120	120	Area expansion
1955	125	125	Population growth
1956	130	130	Area expansion
1957	135	135	Population growth
1958	140	140	Area expansion
1959	145	145	Population growth
1960	150	150	Area expansion
1961	155	155	Population growth
1962	160	160	Area expansion
1963	165	165	Population growth
1964	170	170	Area expansion
1965	175	175	Population growth
1966	180	180	Area expansion
1967	185	185	Population growth
1968	190	190	Area expansion
1969	195	195	Population growth
1970	200	200	Area expansion

Source: Bureau of Economic Analysis, Department of Commerce, Statistical Abstract of the United States, 1971.

MEMBERSHIP STATISTICS

	<u>Renewals</u>	<u>New</u>	<u>Total</u>
Connecticut	7	4	11
Delaware	1	-	1
District of Columbia	1	-	1
Florida	-	1	1
Maine	1	-	1
Maryland	7	-	7
Massachusetts	6	-	6
New Jersey	6	2	8
New York	9	7	16
North Carolina	1	-	1
Ohio	1	-	1
Pennsylvania	15	6	21
Rhode Island	3	-	3
Virginia	-	5	5
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Totals	58	25	83

MINUTES OF BUSINESS MEETING OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

Friday, October 22, 1954, at 3:00 P.M.

President Parker called the meeting to order at 3:05 P.M. and the Secretary was asked to read the Roll Call of those present and registered. He read each name and reported that there were present and registered 63 members and 26 visitors, representing 11 States and the District of Columbia.

Minutes

The Secretary read the minutes of the Business Meeting held in Philadelphia on Friday, October 3, 1952, and upon motion of Mr. Roy Ward of New York, seconded by Mr. Gale Brown of Maryland, it was voted unanimously that they be approved as read.

President's Remarks

Miss Parker expressed her thanks for the honor conferred upon herself and the Commonwealth of Massachusetts, in electing her President of the Conference in 1952 and thus affording her an opportunity to serve the Conference for the past two years. She said she had appreciated this opportunity, and the privilege of presiding over this convention, and that she hoped it had been an enjoyable convention for all. She added that she was grateful to the State of Maryland for their unfailing courtesies as hosts to our meeting, and that she was delighted that the Conference had chosen to honor Mrs. Anderson of New Jersey. She said she missed Mr. Patrick Brown, of Baltimore, and that she thought he too should be honored for his many years of devoted service as a Home Teacher, that he was probably the oldest Home Teacher still actively engaged in the profession.

Treasurer's Report

Miss Ruth Laupheimer, of Baltimore, Treasurer, presented a financial report, the details of which follow:

FINANCIAL REPORT
November 17, 1952 to October 22, 1954

Cash Balance, November 17, 1952		\$1,010.52
Income:		
Membership Dues	\$388.00	
1954 Visitor Registration Fees	<u>21.00</u>	
Total Income		<u>409.00</u>
Total Resources		\$1,419.52

\$1,419.52

Disbursements:

Proceedings of 1952 Meeting	284.75	
Badges for 1954 Meeting	14.70	
Gift to Mrs. Anderson	69.50	
Sundry Convention Expense, 1954	<u>57.95</u>	
		<u>426.90</u>

Balance on Hand, October 22, 1954		<u>\$992.62</u>
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Upon motion of Miss Lorraine Berger of Connecticut, seconded by Miss Thelma Sharp of Pennsylvania, it was voted unanimously to accept the report and to express grateful thanks to Miss Laupheimer for her careful stewardship of our resources during the past two years.

Membership Committee

The Committee reported that circumstances had made it necessary for the Committee to carry on its work largely through correspondence, since there were but limited opportunities for personal contacts. The Committee said that its purpose and goal would be to hope that we might enroll all active teachers along the eastern seaboard States from Maine to Florida. Mr. Kennen, speaking for the Committee, noted that there had been a decrease in the 1952-1954 membership, the current figure of 83 members representing a loss of fifteen members since the 1950-1952 biennium. He urged all Home Teachers to do their best to enlist members. He then moved the adoption of the report, and seconded by Mr. Brown (also of Baltimore) the report was adopted unanimously.

RESOLUTIONS COMMITTEE

The report of the Resolutions Committee (which appears elsewhere) was read by the Secretary, and it was then voted to dispose of each of the four resolutions separately. There being no objection, the first three resolutions were adopted unanimously. Discussion followed with respect to the fourth, and it was moved by Miss Evelyn Crossman of Rhode Island that it be stricken from the record. The meeting so voted and the resolution was therefore lost. (It read as indicated in the report.)

RESOLUTIONS FROM THE FLOOR

Mr. Kennen of Maryland moved that the Conference authorize the President to appoint an Awards Committee which would have the responsibility of selecting the person whom the Conference would honor at each biennial convention. Miss Griffis of Washington seconded the motion and it was carried unanimously.

Mr. Allen moved that the Conference instruct the Treasurer to send a contribution of \$25.00 to the National Braille Press, as a token of our appreciation for its gift of braille programs for the use of members for this convention. Mr. Clearman Sutton of Maryland seconded the motion and it was carried unanimously.

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Report of Nominating Committee

AND

Election of Officers

Reporting for the Committee of which she served as Chairman, Miss Sophy Forward of Pennsylvania then placed in nomination the following names to serve as Conference officers for the ensuing (1955-1956) biennium:

For President	Mr. Richard Kennen of Maryland
For Vice-President	Miss Mary Cherlin of Rhode Island
For Secretary	Mr. Alfred Allen of New York
For Treasurer	Mr. Roy Ward of New York

Miss Forward moved the adoption of the report, and Mr. Gale Brown of Maryland seconded the motion. There being no further nominations, the slate was declared unanimously elected.

Other Business

Miss Margaret Crawford, who had served as Chairman of the Crafts Committee for the past four years, asked that the Conference permit her to retire from this responsibility, adding that it had been a pleasure for her to serve but that she felt she should now turn over the responsibility to others. She suggested that members advise President-elect Kennen of any recommendations they might have for her successor.

Mr. Gale Brown moved that the Conference express its thanks to Miss Katie Phleeger of Frederick, Maryland, for her kindness in furnishing an interesting exhibit of basketry, and the motion was voted unanimously, Mr. Kennen having seconded.

Mr. Kennen moved that the Conference extend its greetings to former President Walter Evans, who had sent his own greetings to the Conference. With Mr. Hackett seconding, the motion was carried unanimously.

Miss Lucy Corrigan of New York, seconded by Mr. Brown of Maryland, moved that the Conference give a rising vote of thanks to Miss Crawford for her devoted and conscientious work as Chairman of the Crafts Committee, and the motion was carried enthusiastically.

A rising vote was also accorded to Miss Mary French, our esteemed Honorary President, and the Secretary was instructed to convey the greetings of the Conference and its appreciation for Miss French's own greetings, read during the banquet.

Appendix A

Report of the Committee on the question of which side (the "A" or "B" side) of the bridge should be placed in the main span of the bridge. The committee has considered the question and has reached the following conclusions:

- | | |
|------------------|----------------------------------|
| For the "A" side | Mr. Richard K. Brown of Portland |
| For the "B" side | Mr. John H. Smith of Portland |
| For the "A" side | Mr. Alfred H. Smith of Portland |
| For the "B" side | Mr. John H. Smith of Portland |

It is recommended that the question of which side (the "A" or "B" side) of the bridge should be placed in the main span of the bridge be decided by the committee. The committee has considered the question and has reached the following conclusions:

Appendix B

It is recommended that the question of which side (the "A" or "B" side) of the bridge should be placed in the main span of the bridge be decided by the committee. The committee has considered the question and has reached the following conclusions:

It is recommended that the question of which side (the "A" or "B" side) of the bridge should be placed in the main span of the bridge be decided by the committee. The committee has considered the question and has reached the following conclusions:

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It is recommended that the question of which side (the "A" or "B" side) of the bridge should be placed in the main span of the bridge be decided by the committee. The committee has considered the question and has reached the following conclusions:

Installation of Officers

President Parker next presented the newly elected officers, each of whom responded with appropriate brief remarks and the pledge of loyalty and devotion to the work of the Conference during the two years to follow.

In his own remarks, President Kennen took occasion to seek an expression of views with respect to the publishing of Conference Proceedings, which consume a substantial portion of the biennial income of the Conference. After discussion, the Secretary offered to prepare and distribute to the members, at no expense to the Conference, a summary of the convention, in mimeographed form, to include the Conference Bylaws and membership list, and also to distribute to any members desiring it a braille copy of the Bylaws - at no expense to the members or the Conference. Mrs. Connor of Connecticut then moved that we accept the Secretary's offer, and that we dispense with printed Proceedings of this meeting. Miss Ruth Laupheimer seconded the motion and it was carried unanimously.

Mr. Kennen further remarked that it seemed to him that this had been one of our better conventions from several points of view, including:

1. The program content and membership participation in it.
2. The length of the convention, permitting ample time for informal fraternizing and intermingling.
3. The general spirit of the sessions, upon which the Maryland members in particular would look back with many fond memories and pleasure.

Adjournment

At 3:30 P.M., there being no further business, President Kennen, wishing the members a safe and pleasant journey back to their homes, adjourned the convention sine die.

Respectfully submitted,

Alfred Allen
Secretary

It is the policy of the Department of Defense to ensure that all information concerning the defense of the United States is kept confidential and that the security of the United States is not compromised by the disclosure of such information.

The Department of Defense is committed to the highest standards of security and confidentiality. All personnel who have access to classified information are required to undergo a thorough background check and to receive ongoing security training. The Department also maintains a strict policy of access control, ensuring that information is only shared with those who have a legitimate need to know.

The Department of Defense is also committed to the protection of the intellectual property of its personnel and contractors. All inventions and discoveries made in the course of their duties are the property of the Department and are protected by patent law.

The Department of Defense is also committed to the protection of the privacy of its personnel and contractors. All information concerning the personal lives of personnel is kept confidential and is not to be disclosed to the public.

The Department of Defense is also committed to the protection of the environment. All activities of the Department are conducted in a manner that is consistent with the highest standards of environmental protection.

The Department of Defense is also committed to the protection of the health and safety of its personnel and contractors. All activities of the Department are conducted in a manner that is consistent with the highest standards of health and safety.

The Department of Defense is also committed to the protection of the interests of the United States. All activities of the Department are conducted in a manner that is consistent with the highest standards of protection of the interests of the United States.

Department of Defense

Washington, D.C.

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

REPORT OF THE RESOLUTIONS COMMITTEE

We the undersigned, members of the Resolutions Committee, take pleasure in offering for your approval the following resolutions:

(1) BE IT RESOLVED THAT

The Conference express its grateful thanks and appreciation to the following people and that the Secretary be instructed to send each one an appropriate expression of our thanks:

To His Excellency Theodore R. McKeldin, Governor of Maryland and his representative, Judge Thomas J. S. Waxter, Director, State Department of Public Welfare;

To Francis B. Ierardi, Manager, National Braille Press, Boston, Massachusetts;

To the American Foundation for the Blind, New York, New York, for complementing the printed programs; and to Miss Irene Frankenthaler of its staff for her untiring services in so ably assisting the Secretary of the Conference in the discharge of his duties during the past two years and at this Conference;

To Mr. William S. Ratchford, Superintendent of the Maryland Workshop for the Blind who acted as Master of Ceremonies at the opening session and also for furnishing the delicious refreshments following;

To the members of the Associated Blind Women of Maryland for serving as hostesses during the reception;

To Mr. Richard Kennen and his co-workers of the Program Committee for the excellent program arranged for this Conference;

To the management and staff of the Lord Baltimore Hotel for the many kindnesses extended in arranging for our every comfort and convenience;

To all the speakers at this Conference for their enlightening papers;

To all the officers and to all the members of the Conference Committees who have carried out their responsibilities so admirably during the past two years.

(2) BE IT RESOLVED THAT

In recognition of the message to the Conference by Miss Mary French, Pioneer Home Teacher, Providence, Rhode Island, our Honorary President, we send our greetings, and our best wishes for a speedy recovery from her recent illness.

UNITED STATES DEPARTMENT OF THE INTERIOR

BUREAU OF LAND MANAGEMENT

and hereby the Secretary of the Interior, Department of the Interior, and the Bureau of Land Management, do hereby certify that the following is a true and correct copy of the original as the same appears on the records of the Bureau of Land Management.

WITNESSED my hand and the seal of the Department of the Interior at Washington, D.C., this 1st day of January, 1911.

JOHN W. COOPER, Secretary of the Interior.

JOHN W. COOPER, Secretary of the Interior.

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JOHN W. COOPER, Secretary of the Interior.

JOHN W. COOPER, Secretary of the Interior.

(3) BE IT RESOLVED THAT

The Conference extend Honorary ~~Life~~ Membership to Miss Christiana Anderson, Post Office Box 254, Atlantic City, New Jersey, in recognition of her thirty-five years as an active member of the Home Teaching profession.

(The above resolutions, 1 - 3, having been duly moved and seconded, it was voted unanimously to adopt them.)

(4) BE IT RESOLVED THAT

The Conference be asked to consider the possibility of providing an incentive award of \$25.00 toward the expenses of a freshman Home Teacher to attend the Eastern Conference of Home Teachers, who will be selected by the Executive Committee from among the home teachers who have been appointed since the previous Conference.

(Upon motion of Miss Evelyn Crossman, duly seconded, it was voted to strike resolution 4 from the record. The resolution was therefore declared as lost.)

Respectfully submitted:

Mr. Lemont Hackett, Chairman
Mrs. Lydia Mack
Miss Hedvig Chodacz
Mrs. Margielea S. See

THE UNIVERSITY OF CHICAGO
THE DIVISION OF THE PHYSICAL SCIENCES
THE DIVISION OF THE BIOLOGICAL SCIENCES
THE DIVISION OF THE SOCIAL SCIENCES

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THE DIVISION OF THE PHYSICAL SCIENCES
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MESSAGE OF GREETINGS

Greetings to all my friends, including Home Teachers
and other workers for the blind. Best wishes for this
Conference, and for your individual work.

I am ever with you in my interest and hopes for
future progress.

Mary E. French
Honorary President

Providence, Rhode Island

October 14, 1954

CHAPTER 10

CHAPTER 10. THE THEORY OF THE EARTH'S ORBIT.

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BYLAWS
OF
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

ARTICLE I

Name

The name shall be the Eastern Conference of Home Teachers of the Blind.

ARTICLE II

Purpose

The purpose of this organization shall be the advancement of the work of home teaching of the blind in all its phases.

ARTICLE III

Membership

Membership in the Conference shall consist of two classes - Active and Associate - and all applicants for membership shall be approved by the Executive Committee.

- (1) An Active Member shall be one now or formerly engaged as a home teacher by a recognized agency for the blind in the Eastern part of the United States, or a professional staff member of such a recognized agency which employs or trains home teachers, or a supervisor or assistant in a recognized agency for the blind who may have charge of the work of a home teaching department.
- (2) Any person interested in work for the blind may make application for Associate Membership, and shall have all privileges of membership except voting and/or holding office.

ARTICLE IV

Dues

The dues for Active Membership shall be \$5.00 biennially, payable on the first day of the biennium.

The dues for Associate Membership shall be \$3.00 biennially, payable on the first day of the biennium.

The biennium shall begin on January 1 of odd-numbered years and continue through to December 31 of even-numbered years.

ARTICLE V

Officers

The officers shall consist of a President, Vice President, Secretary, and Treasurer. All officers except the Secretary must be active or former home teachers.

ARTICLE VI

Executive Committee

The Executive Committee shall consist of the duly elected officers and three active members, appointed by the President from states other than those represented by the duly elected officers.

ARTICLE VII

Committees

There shall be Membership, Program, Nominating and Resolutions Committees appointed by the President.

ARTICLE VIII

Meetings

There shall be biennial meetings of the Conference, the time and place to be determined by the Executive Committee. Meetings at other times may be called at the discretion of the Executive Committee.

ARTICLE IX

Elections

All officers shall be elected at the biennial conference, by the vote of active members (whose current dues are fully paid).

ARTICLE X

Terms of office

All officers and standing committees shall serve for two years, or until their successors are elected or appointed.

ARTICLE XI

Duties

The President shall preside at all meetings, call special meetings, appoint the standing committees, and appoint the three additional members to serve on the Executive Committee.

The Vice President shall assume all the duties of the President in case of absence or incapacity of the President.

The Secretary shall assume all the duties associated with that office, including the collection of dues from the membership, which he shall turn over to the Treasurer.

The Treasurer shall receive from the Secretary all membership dues collected by the Secretary, and shall collect all other income, and shall make disbursements as authorized by the Executive Committee.

The Executive Committee shall select the time and place for meetings, and attend to any other matters delegated to it by the association.

The Membership Committee shall consist of three members appointed by the President, whose duties shall be to secure new members and to certify their eligibility.

The Program Committee shall consist of five members appointed by the President and its duties shall be to plan the program for the entire meeting. Plans shall be submitted to the Executive Committee for approval before the Conference meets.

The Nominating Committee shall consist of three members appointed by the President, whose duties shall be to nominate the slate of officers to be voted upon at the regular meeting, with opportunity given for nominations from the floor.

The Resolutions Committee shall consist of three members appointed by the President, and its duties shall be to draw up such resolutions as may be deemed necessary for presentation at the business meeting of the Conference.

ARTICLE XII

Parliamentary Authority

Except as it may be otherwise provided in these Bylaws, the Conference shall be governed in all its meetings by parliamentary law as contained in Roberts Rules of Order, Revised 1943.

ARTICLE XIII

Quorum

At any biennial or special meeting of the Conference, one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Executive Committee, a majority of the Committee shall constitute a quorum.

ARTICLE XIV

Amendments

These Bylaws may be amended at any biennial meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved by the Executive Committee or proposed in writing and signed by ten members in good standing and provided, also, that the same information has been mailed by the Secretary to each member at least thirty days before a vote is taken.

1990-1991

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THE REVIEW

EASTERN CONFERENCE OF HOME TEACHERS
FOR THE BLIND

MEMBERSHIP LIST 1953 - 1954

CONNECTICUT

**BERGER, Lorraine N.....111 Inwood Road, Turnbull
**BIAS, Geraldine.....Board of Education of the Blind,
State Office Building, Hartford
BROWN, Eleanor.....126 Walnut Street, Winsted
**BURTT, Mary G.....20 Pearl Street, New London
**CHARNES, Edith.....115 Bishop Street, New Haven
**CHODACZ, Hedvig.....49 Spencer Street, Winsted
**CONNOR, Mrs. Ethel.....77 Sargent Street, Hartford
**JAENICKE, Viola.....30 Quentin Street, Hamden
**MacDONALD, Eileen.....159 Fourth Avenue, Milford
ROSE, Mrs. Marie T., Associate Member.....64 Mountain Avenue, New Haven
ROSS, Mrs. Mildred.....Board of Education of the Blind,
State Office Building, Hartford

DELAWARE

**DURNALL, Ruth T.....Apartment K-4, Garden Court, Dover
*ZERR, George.....Delaware Commission for the Blind,
305 West 8th Street, Wilmington

FLORIDA

**DAVID, Beatrice M.....Florida Council for the Blind, 918
Tampa Street, Tampa

MAINE

**GRIFFIS, Gretta.....188 Eastern Promenade, Portland
**NEWTON, Mrs. Wilma.....7 Bedford Street, Augusta

MARYLAND

**BROWN, Gale E.....5015 Laguna Road, College Park
**HACKETT, Lemont.....Maryland Workshop for the Blind,
601 North Fulton Avenue, Baltimore
**KENNEN, Richard.....4900 Parkton Court, Apartment 1,
Baltimore
**LAUPHEIMER, Ruth H.....3909 Penhurst Avenue, Baltimore

*Visually Handicapped
#Attended Conference in Baltimore

MARYLAND (continued)

#*PEIRSON, Jr., William O. Hopkins Apartment, 3100 St. Paul
Street, Baltimore
#*SEE, Mrs. Margielea S. Post Office Box 925, Cumberland
#*SUTTON, Clearman 1803 North Bentalou Street, Baltimor

MASSACHUSETTS

CURRAN, Helena 104 Coburn Avenue, Worcester
*CURRAN, Mary I. 104 Coburn Avenue, Worcester
*NOONAN, Loretta 38 Bartons Lane, Milton
#*PARKER, Ethel 42 Eutaw Street, Lawrence
#*STICHER, Frank W. 94 Maple Street, Malden
WATERHOUSE, Edward J. Perkins Institution, Watertown

NEW JERSEY

#*ANDERSON, Mrs. Archibald S. Post Office Box 254, Atlantic City
#*DELLETTE, Izetta New Jersey Commission for the Blind,
1060 Broad Street, Newark
#*DICKINSON, Mrs. Frances 595 West Main Street, Rockaway
#*GROMANN, Mrs. Helen 254 North Grove Street, East Orange
#*LEONARD, Mary M. 253 Murray Street, Elizabeth
#*MACK, Mrs. Lydia 183 Congress Street, Jersey City
#*MOORE, Mrs. Mae L. 520 48th Street, Pennsauken
#*McWHORTER, Betty Jean 147 South Virginia Avenue, Atlantic
City

NEW YORK

#*ABRAMS, Anna M. 181 Sweezy Avenue, Freeport, Long
Island
ALLEN, Alfred American Foundation for the Blind,
15 West 16th Street, New York
COFFEY, Mrs. Dorothy J. New York State Commission for the
Blind, 270 Broadway, New York
#*CORRIGAN, Lucy 401 State Street, Brooklyn
*DRAPER, Catherine 312 Laurens Street, Olean
#*ELLIOTT, Dorothy 35 East 27th Street, New York
#*FITZMAURICE, Marie 64-26 79th Street, Middle Village
#*GILMARTIN, Thomas New York Association for the Blind,
111 East 59th Street, New York
McKay, Evelyn, Honorary Member McKay Associates, 112 East 19th
Street, New York
#*MACK, Francis J. Industrial Home for the Blind, 57
Willoughby Street, Brooklyn
O'NEIL, Kitty Industrial Home for the Blind, 57
Willoughby Street, Brooklyn

*Visually Handicapped

#Attended Conference in Baltimore

NEW YORK (continued)

*SALMON, Peter J. Industrial Home for the Blind, 57
Willoughby Street, Brooklyn
#*VIENI, Fred Industrial Home for the Blind, 57
Willoughby Street, Brooklyn
#*WARD, Roy New York Association for the Blind,
111 East 59th Street, New York
#*WISE, Janet, Associate Member 150 East 39th Street, New York
*WOOD, Theresa Brooklyn Bureau of Social Service,
285 Schermerhorn Street, Brooklyn

NORTH CAROLINA

*MANNING, Jennie Post Office Box 245, Bethel

OHIO

*HUGO, Mary A. 15103 Elm Avenue, Apartment 1, East
Cleveland

PENNSYLVANIA

#*ALLWEIN, Herman 3431 Dawson Street, Pittsburgh
*ALLW IN, Mrs. La Verne 3431 Dawson Street, Pittsburgh
*ANDERSON, Dorothy K. 7220 Lincoln Drive, Philadelphia
*BARMISH, Max 6345 Oakland Street, Philadelphia
#*CAMPBELL, Mrs. Martha B. 2530 South Lambert Street,
Philadelphia
#*COLLINS, Dorothy 116 Hampden Road, Upper Darby
#*CRAWFORD, Margaret 2425 Christian Street, Philadelphia
#*FORWARD, Sophy L. 116 Locust Street, Harrisburg
#*HARRISON, Philip N. Pennsylvania Association for the
Blind, 1607 North Second Street,
Harrisburg
*HUME, Thelma 69 South Oakland Avenue, Sharon
#*NORMAN, Gladys K. 113 Roberta Avenue, Collingdale
*PORTER, Mrs. Henry 123 Scott Avenue, Washington
PUGH, Nance 2336 North Third Street, Harrisburg
*SATTAZAHN, Helen L. 359 Race Street, Sunbury
#*SCHROYER, Marie Montgomery County Association for the
Blind, 1106 West Main Street,
Norristown
#*SCROBE, Livia Y.W.C.A., at Sproul Street, Chester
#*SHARP, Thelma Montgomery County Association for the
Blind, 1106 West Main Street,
Norristown
#*STONE, Agnes 203 North Front Street, Harrisburg
#*WOUNDERLY, Florence M. 531 Franklin Street, West Reading
*ZERR, Mrs. Dorothy S. 1414 Pine Street, Philadelphia

*Visually Handicapped

#Attended Conference in Baltimore

RHODE ISLAND

**CHERLIN, Mary J. 271 Potters Avenue, Providence
**CROSSMAN, Evelyn 43 Dartmouth Avenue, Apartment 2,
Providence
*FRENCH, Mary E., Honorary President 46 California Avenue, Providence

VIRGINIA

**COLE, Gladys 405 Washington Street, Lynchburg
**DIGGS, Virginia M. Virginia Commission for the Visually
Handicapped, 3003 Parkwood Avenue,
Richmond
**GISSENDANNER, Sarah V. Virginia Commission for the Visually
Handicapped, 3003 Parkwood Avenue,
Richmond
**GRACE, Mrs. Irene 237 West 29th Street, Norfolk
**MECREDY, Mrs. Evelyn K. 2429 Jefferson Street, Roanoke

*Visually Handicapped
#Attended Conference in Baltimore

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BIENNIAL CONVENTION

EASTERN
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FOR THE BLIND INC.

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OFFICERS AND EXECUTIVE COMMITTEE

Honorary Life President

Miss Mary E. French
Providence, Rhode Island

President

Mrs. Ethel Conner
Retired Home Teacher
Hartford, Connecticut

Vice-President

Miss Sophy L. Forward
Pennsylvania State Council
for the Blind
Harrisburg, Pennsylvania

Secretary

Roy J. Ward
New York Association for
the Blind
New York, New York

Treasurer

Miss Sarah V. Gissendanner
Virginia Commission for the
Visually Handicapped
Richmond, Virginia

Mrs. Helen Gromann
Newark, New Jersey

Miss Mary L. Cherlin
Providence, Rhode Island

Mrs. Margielea See
Cumberland, Maryland

PROGRAM COMMITTEE

Miss Sophy L. Forward	Mr. Edmund L. Bird, Chairman	Miss Evelyn Crossman
Mrs. Evelyn L. Mecredy		Mrs. Dolores Coombs

MEMBERSHIP COMMITTEE

Miss Joy Gilpin	Miss Virginia Diggs, Chairman	Miss Mildred Hartford
Miss Thelma Ulrey		Mr. Herman Allwein

NOMINATING COMMITTEE

Miss Alice Kroeger	Miss Ruth Laupheimer, Chairman	Miss Margaret Crawford
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RESOLUTIONS COMMITTEE

Miss Edith Charnes	Mrs. Margielea See, Chairman	Miss Beatrice David
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AWARDS COMMITTEE

Miss Izetta Delett	Miss Mary Cherlin, Chairman	Mrs. Ruth Durnall
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H O S T

Virginia Commission For The Visually Handicapped
Douglas MacFarland, Ph.D.
Executive Secretary

The Seventeenth Biennial Convention of the Eastern Conference of Home Teachers of the Blind was held at the John Marshall Hotel, Richmond, Virginia from October 5 through October 8, 1958. The following is a summary of what transpired during the meetings.

The Convention opened on Sunday evening, October 5, 1958 at 8 P.M. with Miss Sarah Gissendanner, Home Teacher from Virginia, presiding. The meeting opened with an invocation, following which the Honorable Horace Edwards, City Manager of Richmond, Virginia and Dr. Douglas MacFarland, Executive Secretary of the Virginia Commission for the Visually Handicapped each delivered a warm and interesting speech of welcome. Mrs. Ethel Conner, retired Home Teacher from Connecticut and President of the Eastern Conference, then delivered the response and Presidential address. The evening was concluded by a social hour hosted by the Virginia Commission for the Visually Handicapped, during which time the one hundred or more persons in attendance had the opportunity of becoming better acquainted, exchanging ideas and information and in general preparing for the busy Convention schedule ahead of them.

On Monday morning, October 6, the general session was presided over by Mr. Richard Kennen, Home Teacher from Maryland and the immediate Past President of the Conference. The first paper, by Dr. Walter J. Rein, ophthalmologist from Richmond, discussed Most Common Eye Diseases and Recent Development in Their Diagnosis and Treatment. Dr. Rein's forthright and incisive remarks were followed by a narrated color movie of a corneal transplant operation that proved to be a most fitting climax to his presentation. Following Dr. Rein, Mrs. Mary K. Baumann, Psychologist from Philadelphia, Pennsylvania gave a clear-cut and meaningful analysis of the Initial Psychological Reaction to Blindness, and Mrs. Helen Gromann, Home Teaching Supervisor from New Jersey, discussed the Social and Economic Aspects of Blindness. The morning program was concluded by a roll call of all members and associate members.

On Monday afternoon a short general session was presided over by President Conner and featured Mr. Charles Ritter, Consultant on Special Aids and Appliances with the American Foundation for the Blind, who discussed Recent Developments in Braille Reproduction. Many of the members then took advantage of an opportunity to tour Historic Sites in Richmond as guests of the Host Virginia Commission.

The Monday evening program encompassed a Buzz Session on Methods of Relearning, presided over by Mr. George Emanuele, Director of Medical and Social Services of the Florida Council for the Blind. The program began as a general session at which Mr. Emanuele keynoted the evening's activity. He then divided the assemblage into three groups: Group I on Recreation was led by Miss Lorraine Berger, Home Teacher from Connecticut; Group II on Means of Travel was led by Mr. Roy Ward, Assistant Training Supervisor, New York Association for the Blind; and Group III on Crafts Relating to Homemaking was led by Mrs. Evelyn Mecredy, Home Teacher from Virginia. These group leaders directed participant discussion of a lively nature on many pertinent subjects. The group then united, summaries were presented by the group leaders, and an animated general discussion completed the evening.

The General Session on Tuesday morning, October 7 was chaired by Miss Sophy Forward, Home Teaching Consultant with the State Council for the Blind, Harrisburg, Pennsylvania. The first speaker was Mr. Maurice Dewberry, Regional Representative of the Social Security Administration, Charlottesville, Virginia who presented a comprehensive Interpretation of Recent Changes in the Social Security Law. Methods of Adult Learning were then discussed in a realistic fashion by Dr. William Chapman, Psychiatrist from Charlottesville, Virginia and the morning program was concluded by Dr. Marion Waddell, ophthalmologist from Richmond, Virginia, who described Recent Progress in the Development of Visual Aids.

The Tuesday afternoon business meeting was presided over by President Conner. It was preceded by a paper on The Recorded Textbook by Mr. Burnham Carter National Director of Recordings for the Blind, New York and by talks describing their services By Reverend Alten Bringle of the Christian Record and Miss Louise McCraw of the Richmond Circulating Library.

On Tuesday evening the Conventioners were guests of the Virginia Association of Workers for the Blind at a most enjoyable cocktail party, and then eighty-two persons attended the biennial banquet. Reverend Bringle recited the invocation and Mr. Joseph Billy Delbridge, State Manager of Canteen Services, Virginia Association of Workers for the Blind, acted as Toastmaster. Mr. L. L. Watts, Treasurer of the Virginia Association delivered a rousing endorsement of Home Teachers and Miss Mary Cherlin, Home Teacher from Rhode Island, presented Miss Ethel Parker, Home Teacher from Massachusetts, with the Biennial Award for Outstanding Service on behalf of the Eastern Conference. Enjoyable incidental music was provided throughout the evening by Mr. Charles Wakefield, singer-pianist from Richmond, Virginia.

The final session of the Convention, on Wednesday morning, October 8 was chaired by Mrs. C. Arnold Anderson, Home Teaching Supervisor from Connecticut. The first part of the program was a round table discussion on What the Agencies for the Blind Have to Offer Today and featured Dr. Norman Yoder, Acting Director Pennsylvania State Council for the Blind, Miss Elizabeth Maloney, Director of Social Services, Industrial Home for the Blind, Brooklyn, New York and Mr. Samuel Feinstone for the American Foundation for the Blind. These three qualified persons discussed the assigned subject from the vantage point of State, Local, Private and National Agencies respectively. This was followed by a Question and Answer Panel led by Mr. Edmund L. Bird, Assistant Home Teaching Supervisor of the New York Association for the Blind and featuring Mrs. Eva Clark of his agency, Miss Evelyn Crossman of Rhode Island, Miss Gladys Norman, Pennsylvania State Council, all Home Teachers, and Mrs. Kathryn Dickens, Case Worker for the North Carolina State Commission for the Blind.

President Conner then installed the newly elected officers, each of whom pledged to work for the advancement of the Home Teaching profession and the ideals of the Eastern Conference. The Convention was then adjourned sine die.

REGISTRATION

	<u>Members</u>	<u>Visitors</u>	<u>Total</u>
Connecticut	4	2	6
Delaware	2	0	2
District of Columbia	1	1	2
Florida	2	0	2
Maryland	5	1	6
Massachusetts	6	3	9
Nebraska	1	0	1
New Jersey	3	2	5
New York	8	0	8
North Carolina	0	2	2
Pennsylvania	10	3	13
Rhode Island	2	0	2
Virginia	13	2	15
	<hr/>	<hr/>	<hr/>
Totals	57	16	73

In addition, 25 to 30 other persons attended meetings but did not register.

MEMBERSHIP

	<u>Renewals</u>	<u>New</u>	<u>Total</u>
California	0	1	1
Connecticut	4	1	5
Delaware	1	1	2
District of Columbia	1	0	1
Florida	0	2	2
Maryland	6	1	7
Massachusetts	8	1	9
Nebraska	0	1	1
New Jersey	3	1	4
New York	7	5	12
Pennsylvania	11	6	17
Rhode Island	2	0	2
Virginia	6	8	14
	<hr/> 49	<hr/> 28	<hr/> 77

EASTERN CONFERENCE OF HOME TEACHERS OF THE ADULT BLIND

TUESDAY, OCTOBER 7, 1958

President Ethel Connor presided over the regular biennial business meeting which began about 2:40 P.M.

MINUTES

Secretary Ward requested permission for Mrs. C. Arnold Anderson to read the minutes of the last business meeting, held in Boston Massachusetts on October 24, 1956. Permission was granted, the minutes were read by Mrs. Anderson, and were approved by a unanimous vote.

TREASURER'S REPORT

The Treasurer's Report was presented by Miss Sarah V. Gissendanner, Treasurer, and Home Teacher from Virginia. The detailed report follows these minutes. The report was unanimously approved and Miss Gissendanner was thanked for her careful stewardship of the funds during the past two years.

MEMBERSHIP COMMITTEE

Miss Virginia Diggs, Committee Chairman and Home Teacher from Virginia, reported a current membership of 73, with an additional 5 associate members. The membership cover 12 states and the District of Columbia. While this reflects a slight increase in membership over the previous biennium, the committee feels that everything possible should be done to encourage all Home Teachers in the Eastern Conference area to become active members.

RESOLUTIONS COMMITTEE

Miss Bea David, Committee member from Florida, presented the committee report at the request of Committee Chairman Margilea See from Maryland. The report directed the Conference to send letters of appreciation to all speakers and participants in the Convention program, to the Convention Host, to the John Marshall Hotel, and to Miss Ingram and Mrs. Winn of the Virginia Commission, who functioned so capably as Convention secretaries and registrars.

AWARDS COMMITTEE

Miss Mary Cherlin, Committee Chairman from Rhode Island, reported that Miss Ethel Parker of Massachusetts had been selected to receive the 1958 Eastern Conference award for long and distinguished service.

NOMINATING COMMITTEE

Committee Chairman Ruth Laupheimer of Maryland submitted the following slate of officers for the next biennium:

President:	Miss Sophy Forward, Pennsylvania
Vice-President:	Mrs. Evelyn Mecredy, Virginia
Secretary:	Miss Gladys Norman, Pennsylvania
Treasurer:	Mr. Roy Ward, New York

OLD BUSINESS

Under Old Business, it was reported that the Home Teacher Coordinating Committee, which had been active at the time of the last Convention, had been inactive since and gave no indication of resuming activity. Also, Secretary Ward reported that a survey had revealed comparatively little interest in annual Eastern Conference conventions, and no Constitutional change relating to this had therefore been circulated to the membership. President Conner then delivered an eulogy on Miss Mary French, recently deceased Honary President of the Conference.

NEW BUSINESS

A discussion produced some doubt of the constitutionality of the Awards Committee as a Standing Committee. It was therefore decided to take formal legislative action to establish this by the time of the next biennium, and in the meantime establish it as an interim committee. Chairman Bird then summarized the work of his Program Committee in planning the current Convention. He and his committee were lauded for the splendid results of their work.

ELECTION OF OFFICERS

After some discussion the slate of officers submitted by the Nominating Committee was elected. The new officers, to be installed after tomorrow morning's general session, are:

President:	Miss Sophy Forward, Pennsylvania
Vice-President	Mrs. Evelyn Mecredy, Virginia
Secretary:	Miss Gladys Norman, Pennsylvania
Treasurer:	Mr. Roy Ward, New York

ADJOURNMENT

There being no further business, the business meeting was adjourned by President Conner at 4:20 P.M.

Respectfully submitted,

Roy Ward
Secretary

FINANCIAL REPORT

T - 9

Balance, October 24, 1956 \$1,007.71

Receipts, 82 memberships	\$410.00
6 Associate memberships	18.00
16 visitors at 1958 convention	16.00
1958 banquet receipts	277.50
Bank interest	28.03
Total receipts	<u>\$749.53</u>

Balance 749.53
\$1,757.24

Disbursements:

Flowers, Alfred Allen and May French	35.00
Printing and stationery supplies	43.50
1956 Proceedings	29.25
1958 banquet	290.50
1958 convention badges	12.00
Gift and expenses for ECMT Award recipient	118.73
Officers' telephone expense	22.58
Donation - National Braille Press	50.00
	<u>\$601.56</u>

Total Disbursements 601.56

Balance, October 7, 1958 \$1,155.28

Respectfully submitted,

Sarah V. Gissendamer, Treasurer

OF

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

ARTICLE I

Name

The name shall be the Eastern Conference of Home Teachers of the Blind

ARTICLE II

Purpose

The purpose of this organization shall be the advancement of the work of home teaching of the blind in all its phases.

ARTICLE III

Membership

Membership in the Conference shall consist of two classes - Active and Associate - and all applicants for membership shall be approved by the Executive Committee.

- (1) An Active Member shall be one now or formerly engaged as a home teacher by a recognized agency for the blind in the Eastern part of the United States, or a professional staff member of such a recognized agency which employs or trains home teachers, or a supervisor or assistant in a recognized agency for the blind who may have charge of the work of a home teaching department.
- (2) Any person interested in work for the blind may make application for Associate Membership, and shall have all privileges of membership except voting and/or holding office.

ARTICLE IV

Dues

The dues for Active Membership shall be \$5.00 biennially, payable on the first day of the biennium.

The dues for Associate Membership shall be \$3.00 biennially, payable on the first day of the biennium.

The biennium shall begin on January 1 of odd-numbered years and continue through to December 31 of even-numbered years.

ARTICLE V

Officers

The officers shall consist of a President, Vice President, Secretary and Treasurer. All officers except the Secretary must be active or former home teachers.

ARTICLE VI

Executive Committee

The Executive Committee shall consist of the duly elected officers and three active members, appointed by the President from states other than those represented by the duly elected officers.

ARTICLE VII

Committees

There shall be Membership, Program, Nominating and Resolutions Committees appointed by the President.

ARTICLE VIII

Meetings

There shall be biennial meetings of the Conference, the time and place to be determined by the Executive Committee. Meetings at other times may be called at the discretion of the Executive Committee.

ARTICLE IX

Elections

All officers shall be elected at the biennial conference, by the vote of active members (whose current dues are fully paid).

ARTICLE X

Terms of office

All officers and standing committees shall serve for two years, or until their successors are elected or appointed.

ARTICLE XI

Duties

The President shall preside at all meetings, call special meetings, appoint the standing committees, and appoint the three additional members to serve on the Executive Committee.

The Vice President shall assume all the duties of the President in case of absence or incapacity of the President.

The Secretary shall assume all the duties associated with that office, including the collection of dues from the membership, which he shall turn over to the Treasurer.

The Treasurer shall receive from the Secretary all membership dues collected by the Secretary, and shall collect all other income, and shall make disbursements as authorized by the Executive Committee.

The Executive Committee shall select the time and place for meetings, and attend to any other matters delegated to it by the association.

The Membership Committee shall consist of three members appointed by the President, whose duties shall be to secure new members and to certify their eligibility.

The Program Committee shall consist of five members appointed by the President and its duties shall be to plan the program for the entire meeting. Plans shall be submitted to the Executive Committee for approval before the Conference meets.

The Nominating Committee shall consist of three members appointed by the President, whose duties shall be to nominate the slate of officers to be voted upon at the regular meeting, with opportunity given for nominations from the floor.

The Resolutions Committee shall consist of three members appointed by the President, and its duties shall be to draw up such resolutions as may be deemed necessary for presentation at the business meeting of the Conference.

ARTICLE XII

Parliamentary Authority

Except as it may be otherwise provided in these Bylaws, the Conference shall be governed in all its meetings by parliamentary law as contained in Roberts Rules of Order, Revised 1943.

ARTICLE XIII

Quorum

At any biennial or special meeting of the Conference, one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Executive Committee, a majority of the Committee shall constitute a quorum.

ARTICLE XIV

Amendments

These Bylaws may be amended at any biennial meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved by the Executive Committee or proposed in writing and signed by ten members in good standing and provided, also, that the same information has been mailed by the Secretary to each member at least thirty days before a vote is taken.

EASTERN CONFERENCE OF HOME TEACHERS
FOR THE BLIND

MEMBERSHIP LIST 1957 - 1958

CALIFORNIA

*RADCLIFF, Wilbur318 West Palm Street, Compton

CONNECTICUT

*BERGER, Lorraine111 Inwood Road, Trumbull
*BIAS, Geraldine16 Bliss Place, Norwich
*CHARNES, Edith17 Victor Street, Hamden
*CONNOR, Ethel77 Sargent Street, Hartford
*JAENICKE, Viola30 Quentin Street, Hamden

DELAWARE

*DEMANOP, Sebastian612 West Street, Wilmington
*DURNALL, RuthApartment K-4, Garden Court, Dover

DISTRICT OF COLUMBIA

*MERRIMAN, Anne1212 M Street, N.W., Washington

FLORIDA

*DAVID, Beatrice.....Apartment #3, 2801 Estrella, Tampa
*EMANUELE, George.....416 South Tampania, Tampa

MARYLAND

*HACKETT, Lemont.....2901 Strickland Street, Baltimore
*KENNEN, RichardMarylander Apartment 905, Baltimore
*LAUPHEIMER, RuthMarylander Apartment 331, Baltimore
*PIERSON, William O., Jr.Hopkins Apts., St. Paul and 31st Street,
Baltimore
*SEE, Charles M.....508 Forster Avenue, Cumberland
*SEE, Margielea.....508 Forster Avenue, Cumberland
*SUTTON, Clearman.....1803 N. Bentalou St., Baltimore

MASSACHUSETTS

*CASTONGUAY, Mary.....257 Tremont Street, Boston
CURRAN, Helena.....104 Coburn Avenue, Worcester
*CURRAN, Mary I.....104 Coburn Avenue, Worcester
*DUQUETTE, Irene.....329 Central Street, Springfield
*HAMLIN, Marion.....76 West Cedar Street, Boston
*NOONAN, Loretta.....38 Bartons Lane, Milton
*PARKER, Ethel.....17 Brookfield Road, Andover
*STICHER, Frank.....94 Maple Street, Malden
WATERHOUSE, Edward.....Perkins School for the Blind,
Watertown

*Visually Handicapped

NEBRASKA

BRINGLE, Alten.....3705 S. 48th Street, Lincoln 6

NEW JERSEY

*DELLETT, Izetta.....Pleasantville Apts., Pleasantville
 *DICKINSON, Frances.....595 West Main Street, Rockaway
 *GROMANN, Helen.....1100 Raymond Boulevard, Newark
 *SORENSEN, Edna.....284 S. Harrison St., East Orange

NEW YORK

*ABRAMS, Anna.....181 Sweezy Ave., Freeport, L.I.
 *BIRD, Edmund.....2781 Pond Place, Bronx
 *BIRD, Mildred.....2781 Pond Place, Bronx
 *CHABOT, Beatrice.....52 Highland Ave., Tannytown
 CLARK, Eva.....102 East 31st St., New York City
 *CORRIGAN, Lucy.....401 State Street, Brooklyn 17
 *DRAPER, Kathryn312 Laurens Street, Olean
 FRANKENTHALER, Irene.....15 W. 16th Street, New York City
 *GILMARTIN, THOMAS.....111 E. 59th Street, New York 22
 *GILPIN, Joy285 Schermohorn St., Brooklyn 17
 *WARD, Roy111 E. 59th Street, New York 22
 *WILLIAMS, Ruth.....39 Columbia Street, Albany

PENNSYLVANIA

*ALLWEIN, Herman.....318 S. Bouquet Street, Pittsburgh 13
 *ALLWEIN, LaVerne318 S. Bouquet Street, Pittsburgh 13
 *BURR, Helen.....2029 Broad Avenue, Altoona
 *CAMPBELL, Martha.....2530 S. Lambert St., Philadelphia 45
 *COLLINS, Dorothy.....116 Hampden Road, Upper Darby
 *FORWARD, Sophy.....11 North Front Street, Harrisburg
 *CRAWFORD, Margaret.....447 S. 57th Street, Philadelphia 43
 *GRAHAM, Hilda100 W. 15th Street, Chester
 *KELLER, ELIZABETH.....6301 Clearfield St., Rutherford Heights
 *McRAE, George.....100 W. 15th Street, Chester
 *NORMAN, Gladys.....113 Roberta Ave., Collingdale
 *PERRY, Joseph.....308 W. Cunningham Street, Butler
 *PHILLIPS, Arline.....35 W. Union Street, Wilkes-Barre
 *PORTER, Ann.....809 N. Franklin Street, Washington
 *SCHROYER, Marie.....3 West Hale Street, Lewistown
 *SCROBE, Livia.....433 South 13th Street, Harrisburg
 *WENDELL, Donald.....614 North 13th Street, Allentown

RHODE ISLAND

*CHERLIN, Mary271 Potters Avenue, Providence
 *CROSSMAN, Evelyn197 Whittier Avenue, Providence

*Visually Handicapped

THE FIRST PART OF THE YEAR WAS SPENT IN THE
 FIELD, AND THE SECOND PART IN THE
 LABORATORY. THE RESULTS OF THE
 FIELD WORK ARE AS FOLLOWS:

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MOST COMMON EYE DISEASES AND RECENT DEVELOPMENTS
IN THEIR DIAGNOSIS AND TREATMENT

I am supposed to talk to you about some of the common eye diseases and recent developments in their diagnoses and treatment. In a sense I am to talk to you about vision and seeing. There are, of course, various types of seeing -- for instance, there was the bachelor clergyman who had escaped matrimony for many years. He one day went to his Bishop to ask permission to be married. The Bishop asked "Why?! At your age?!" The bachelor squirmed a bit but finally answered, "I just want someone, a wife, to be there, to close my eyes, when I die." The Bishop then said, "Well, let me tell you something. I've had two wives, and believe me they both opened mine."

The eye is one of God's most precious gifts, and too often abused, neglected, taken for granted, and not appreciated. With it we learn of our wonderful world. The delicate mechanism and function of the eyes open wide the doors to greater knowledge, to a greater appreciation of the Lord's wondrous ways, and to closer relationship with Him.

Some -- most of us -- are fortunate and have a normal full allotment of ability to see. It is what we call visual acuity. Other of us are compelled to be satisfied with less than "normal". Instead of having 100% we may have 96 or 92 or 85 or 40 or 20 or 10% or 0. It is those people who have less than normal vision and who have sick eyes that need most of our attention. Those who are here at this meeting doubtless work closest to the people with eye problems. Besides you are the nurse, the ophthalmologist, the optometrist, and the optician. Here I would stop for a moment to repeat the definitions of each of the three workers mentioned. An Ophthalmologist is a physician, a doctor of medicine, trained in medical therapy, pathology, surgery, besides being a refractionist. In past years he was sometimes called an oculist although he did Eyes, Ears, Nose and Throat work. An optometrist is a non-medical refractionist, and his work is limited to that field. An optician is a mechanic. He makes glasses. He makes them according to the prescription and measurements given him. He is not an eye examiner. He may on occasion deliver glasses to a patient but then he is more properly called an optical dispenser.

The work of the ophthalmologist of whom I am one, is two fold:

(1) To improve vision and eyes, or (2) to help people hold on to what sight they have, if possible.

THE PROBLEM OF BLINDNESS IS TREMENDOUS.

Some 75 of us go blind each day, 520 each week, 27,000 each year. Sightless Americans -- 334,000 of them -- would fill a city as big as Richmond. Yet half of them might still be able to see, had proper precautions been taken.

Eastern Conference

More than \$150 million is spent annually for care of the blind. Counting compensation, medical expenses, and lost production, eye injuries cost industry well over \$200 million a year. In contrast to these sums, less than \$2 million has been allotted for research in the blinding diseases, and an even smaller amount for organized prevention services.

The scope of our subject is far too great to be handled in a few minutes but there are a few of the more common eye conditions which cause crippling of vision and a few of the newer approaches in their care, about which mention will be made.

These are entirely at random and quite disconnected. I shall try to explain briefly and simply. In the course of my comments I shall have to speak more or less in generalities and you must not apply my statements -- to a specific case about which you may know. To illustrate -- there is the story of the middle-aged woman, who lost her balance and fell out the window -- into a garbage can. A Chinese passing by said, "Americans so wasteful. Woman good for ten years yet."

That was a generality: not all Americans are wasteful.

After a few further remarks a 20 minute sound film will be shown you. This film will show the technique of a corneal transplant. Following that I shall be glad to answer any questions.

Insults to the eyes can be generated in a vast array of possibilities: They can be wrongly made: -- and also be influenced after birth by hereditary factors.

They can be influenced by inflammation from adjacent structures.

They can be hurt by diseases secondary to systemic infections.

Syphilis of the optic nerve has not yet been conquered.

Circulatory diseases are important. So too can be

Mechanical trauma

Generalized non-infectious diseases

Nutritional faults

Toxic conditions

Tumors

Allergies

Effects of aging. There are others.

During the past few years hundreds of articles have been published concerning the pharmacology and toxicology of the eye. The most popular subject has been the influence of drugs on the intraocular pressure and the predominant interest has been in the action of a substance called acetozoleamide. It is marketed under various names. It's mode of action is not completely clear but basically it chemically reduces the flow or amount of fluid developed within the eye and is therefore valuable for rapid alleviation of the acute glaucomas. For prolonged control of chronic glaucoma it would be much more useful if it did not so commonly induce anorexia, weight loss and fatigue. Paresthesias of hands,

feet and face occur even more commonly but they are less objectionable to the patient and are readily reversible when the medication is discontinued.

It might be well to explain here that in the eye there is a constant outflow of that same fluid.

The fluid is "manufactured" or passes from the ciliary body and iris into the eye. It leaves the eye by way of tiny channels in the area of the angle of the anterior chamber or by other devious routes. In a sense then, the fluid not only helps the eye retain form and firmness; it acts as a constant cleansing agent for it is in constant slow development and passage. When it cannot get out fast enough the pressure within the eyeball rises; we have a symptom of glaucoma. The substance just mentioned tends to reduce the rate of production of the fluid.

The miotics, pilocarpine, D.F.P. etc. and others of which you may know serve for the most part to accomplish a freeing or enlarging of the natural outflow channels for the fluid of the eye. One of the newer approaches to the diagnosis of impending dangerous glaucoma is a delicate method of measuring this outflow -- to attempt to determine if said outflow is adequate from the standpoint of that particular "normal" portion of drainage from the eyeball. Much investigation is yet necessary to establish the real value of the procedure but it is another step in the direction of improved and added diagnostic acumen.

In the recent past there has also been much interest developed in the ophthalmic aspects of the steroid hormones. Like many other drugs their use and value is for a time deemed excellent and without parallel. This at times comes early in the development; at times later, it is my belief that steroids have probably had their greatest use during the past two years, and are now dwindling in popularity. The use of this hormonal therapy was first introduced at the Mayo Clinic in 1949, where it was found to have a startling action on certain types of ocular inflammation. Today there are available comprehensive summaries of the pharmacology, therapeutic action, and clinical use of corticotropin, cortisone and hydrocortisone, in both systemic and ocular disease. I will not trouble you with having to listen to the source of specific uses of these (and other) steroids. In general, and this is not all good from the standpoint of the eye, they also have a regulating effect on electrolytes, and cause retention of water in the body. In addition to the electrolytic effects, by which there is increased retention of sodium and increased excretion of potassium and calcium, many metabolic effects on the mechanisms regulating proteins, fats and carbohydrates are found. Prolonged treatment necessitates constant observation of the patients. The favorable aspects of the use of steroids in some inflammatory conditions of the eye are, of course, such that they will be used in spite of the unfavorable systemic possible reactions. The rationale for the use of steroids in uveitis is based on their antiphlogistic action, i.e., checking inflammation or fever.

Steroids in themselves are not curative, but derive their great clinical usefulness from the protection they afford against acute inflammatory processes resulting from some physical, chemical, or bacterial agent. The aim of this treatment in uveitis is the preservation of the functional integrity of the eye, with retention of as much vision as possible. By their antiphlogistic action, steroids appear to interpose a shield between the cell and the inflammation-

Eastern Conference

provoking agent. Because of this, the reaction of the eye to the causative agent is reduced, with less exudation, less inflammation and less new-vessel formation: consequently, the results with regard to the functional integrity of the eye are improved. The exact aim of course is to use this barrier until the attacking factor has either burned itself out, has been disposed of, or with passage of time its viciousness is decreased to the point where it is less dangerous to the eye.

The steroids are used both topically and systemically sometimes simultaneously. Each case must be treated individually and the daily dose and duration depend on the response of the patient. One of the more favorable features in its use in eye care lies in that the patient may remain ambulatory--as against hospitalization for intensive fever and/or other therapeutic measures. It has therefore a tremendous economic advantage.

During the recent past many questions have been raised about the possible non-surgical treatment of cataract with a drug named "hydrosulfasol". The manufacturer also has recommended this drug for a wide variety of blinding eye diseases. There is, however, no evidence of its value. Its advertising material contains of half-truths. It is to be avoided.

A rather new device of value in measurement of effects of medical vaso-dilators on the blood vessels of the eye makes what is called an electro-retinogram. It functions much as does an electrocardiograph or as you know it; an EKG; or as does an instrument to graph the so-called brain waves. By means of such graph relative blood volumes of the vessels of the eye are measurable, and the value of the medication pondered.

I know of nothing new in the care of RLF; its control is a matter of prevention.

I know of no new medication of value in the care or cure of the dreaded retinal hemorrhage.

For helpful aid in diagnosing malignant tumors of the eye a process is being developed by which radioactive P-32 is introduced into the blood stream, from which it is "taken up" by the tumor tissue. A Geiger counter is then placed near the suspected area and by the activity of the counter, it is possible to determine if an excess amount of P-32 has been retained.

From a surgical standpoint one may say that changes in approach, technique, and pre-and post-operative management are constantly being made. Pre-operatively, many new and better examining instruments are available. Pre and post-operatively, antibiotics, steroids, tranquilizers, all help to keep the patient safer. The wonderful fine new sharp instruments and needles, made of improved metals, the occasional use of plastic materials chemically inert are stepping stones of tremendous importance.

Newer operations for Retinal separation repairs; for placing vitreous implants; and for corneal tissue replacement are among the newer advances in the field of surgery. Many more eyes are being saved.

Because we have here a film showing the technique of a corneal transplant I should like to use just a moment to speak a bit about the fore-runners of the operation, despite the fact that all of you may well know what I am about to say.

Eyes best used for donor material probably are those used within 24 hours of the death of the donor, tho' those properly stored in an Eye Bank are likewise usable. Eyes for donor material should be removed not more than six hours after death of the donor.

There seems to be some idea that the entire eye is sometimes used for transplantation. This obviously cannot be done. Such a procedure is so complicated that this possibility seems remote, even in future years.

An estimated million-and-a-half separate fibers pass out of an eye, to form the optic nerve, which is a slender stem about the diameter of the lead in an ordinary pencil. Each certain point on the back wall (the retina) of an eye is connected by one of these fibers with a certain part of the brain substance. When an eye is removed this nerve is cut, so you can now readily understand why there could be no proper continuation of the nerve fibers of a transplanted whole eye -- to the nerve stump or optic nerve fibers of another person.

In the film you will see what is done -- how the scarred portion of the recipient's cornea is replaced by a similar size and shape clear portion of a donor's cornea and how it is put in place.

Naturally, the remaining portion of the recipient or patient's eye must be in good condition, to favor getting vision on completion of a satisfactory post-operative course.

And what is done with the remainder of the donor's eye?

It is saved, for study. Need it be a healthy eye? The cornea needs to be healthy but pathology in the back part of the eye would not make it unusable for corneal transplant. In fact, such eyes are, in a sense particularly desirable, for use by the department of pathology and research.

Every eye, sick or well, is an item of interest in such department.

In the study of sick eyes it is hoped ways and means can be found to learn why and how certain conditions develop, and how to find ways and means to prevent their development. It is also hoped ways and means can be found to cure diseases in eyes in those persons who have developed them. Fortunately, the public is more eye-conscious now than ever before, but with that consciousness, and a lack of definite knowledge, there is far too much apprehension. Still, with that, it is better than placid acceptance.

In order to picture for yourself the 334,000 blind persons in the U.S., imagine a city, 10% larger than Richmond, a city in which every man, woman and child is blind. It is further estimated that more than 27,000 persons lose their sight each year and that unless our preventive efforts can be made more effective 3/4 of a million people now living will become blind before they die.

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In fairness to our gruesome figures, however, it must be added that the number of births is constantly increasing and that in the past 50 years the average span of life has lengthened some 10 or more years -- so there are more people living, therefore, also more people with diabetes, glaucoma, hardening of the blood vessels and so on -- the very conditions which we are having to study -- to cut down the frequency of visual handicaps or blindness.

For your own comfort and safety regarding eyes and sight, let me urge you to pay little attention to casual remarks of others, or to newspaper articles and those in popular publications. They are usually misleading and too often are only half true.

Also, there are times when too much explaining only confuses the issue. Somewhat like the story told -- about the minister who called at the Jones home one Sunday afternoon. Little Willie answered the doorbell.

"Pa ain't home," he announced, "he's over at the golf club."

The minister's brow darkened and Willie hastened to explain, "Oh, he ain't gonna play no golf -- not on Sunday. He just went over for a few highballs and a little stud poker." **-----

As I said before, too much explaining, very often confuses the issue.

THE INITIAL PSYCHOLOGICAL REACTION TO BLINDNESS

Each of us has two identities, two personalities, two selves.

One is the self of fact, the self which is demonstrated by action, accomplishment, and various objective measures; insofar as those around us are objective with regard to us, not prejudiced either for us by affection or against us by dislike, this self of fact is the self they know. To the world, this self of established fact is the real self.

The second self is the individual as he is seen by himself. Probably no one has ever seen himself quite as others see him. Each of us has a self-image, more or less conscious, more or less complex, and to us this is the only real self. Psychologists call this the self-concept.

Although it is perhaps an oversimplification, I think it can be said that adjustment is measured by the extent to which the self-concept agrees with the factual and demonstrable self. In other words, adjustment is measured by how realistic the individual is about himself. Here I am using the word adjustment somewhat differently than we sometimes do in rehabilitation when we are speaking in terms of independence or success in a job. As I am using the term, an individual can be quite well adjusted if he is totally unable to support himself, recognizes this fact, and behaves in accordance with it.

The difference between the self-concept and the demonstrated self are very great. In its most extreme form, this lack of realism can lead to very bizarre behavior, as when an individual who was not even near the scene of a crime gives himself up to the police and confesses that he committed it. This happens in many cases of crimes which receive unusual publicity; of course, the police quickly show that such an individual really had nothing to do with it, knows nothing but what was in the newspapers, and dismiss him as a crank. This is usually the result of a self-concept involving great guilt so that the individual thinks he has committed terrible crimes. A less extreme case is that of the middle-aged person who is unable to accept the fact that years have passed and insists upon acting and dressing as if he were still quite young. These may be very nice people who live relatively normal lives, but they never get over being "kittenish." They seem unable to grow old gracefully because, in their self-concepts, they actually are not old.

In short, we all have a picture of ourselves, and often it is a very fixed picture. When anything occurs to attack that picture and discredit it, we are on the defensive. We make excuses, at least to ourselves and sometimes to others, to explain away the slight to our self-concept. When her friends, in a moment of rare candor, tell the kittenish individual to "act her age," she is likely to say, "Oh, you're just jealous because you show your age more than I do." What we do, what we say, and how we dress are all reflections on our self-concepts.

Not only do we all have concepts of ourselves, concepts which vary more or less from the demonstrated self, but we also have concepts of many other things and kinds of people, and these concepts also vary more or less from fact. We have, for example, a concept of what salesmen are like; we tend

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to think of them as extroverted, talkative, somewhat aggressive people, and we may even speak of a person who is not a salesman as "the sales type." We have a concept of what a movie star is like -- beautiful, glamorous, expensively dressed; so that when we see someone like Shirley Booth, we might say she does not look like a movie star.

And most seeing people also have some concept of a blind person. Perhaps there is less agreement, in the thinking of the general public, about this concept than about that of a movie star, but some concept is there, shaped by whatever the seeing person has observed or heard or read.

When blindness occurs in an adult, it occurs in an individual who already has fairly fixed concepts both of himself and of "a blind person." His initial psychological reaction depends on how nearly his concept of a blind person fits his concept of himself. The specific nature of his reaction depends upon where these concepts differ.

It is impossible to do more here than give a few illustrations of areas in which the concept differ, and the probable effects of these differences. Actually, I think it is not an exaggeration to say that no two cases are exactly alike.

Let us consider first those cases in which the individual can find no similarity between his concept of himself and his concept of a blind person. Perhaps the most frequent reaction here is the attempt to deny the visual loss.

Where the loss is not complete, the individual may refuse to discuss his problems with an agency for blind people, may refuse offers of assistance such as readers, may even continue to drive a car despite extreme danger to himself and to others. Unfortunately, in many of these cases, the person is much less successful than he could be if he were willing to accept the advice of the agency. Many of us have known young people who, in spite of obviously very limited vision, have refused to attend sight-saving classes or a school for the blind even though they were close to failure in regular school classes. When at last such individuals or their families are persuaded to adjust to the visual defect by taking education in a suitable form, they often do well unless too much of the foundation was lost in the early years. I am sure we also know people of rather good ability whose partial visual handicap has limited them to employment as laborers for years simply because they would not work with an agency toward more suitable training and placement. Of such people it would be possible to say that their concept of themselves as sighted people was more important than the concept of themselves as successful people. Or perhaps we should say that, in their cases, the concept of blindness was one of such utter hopelessness and dependence or otherwise so unacceptable that even the lowest job as a seeing person seemed preferable. One very familiar form of initial reaction to blindness, then is to deny that one is blind, to insist upon continuing to live entirely as a seeing person at any cost to success or normal contacts.

The denial in the case of the person who is totally blind or nearly so will probably take the form of insisting that his sight will be restored and that consequently, it will not be necessary for him to learn to live as a blind person. In this, unfortunately, many well-meaning people, including some members of the medical profession, frequently encourage the individual. In some cases he goes

from one physician or hospital to another in the vain hope that one will be able to help him; and often he continues to do this, and his family continues to take him, even though reputable physicians have repeatedly said that no restoration of sight is possible. Perhaps this period will be more understandable to professional workers if it is recognized as one in which the individual is struggling with the differences between his concept of himself as a seeing person and his concept of blindness. All of us can accept temporary changes in ourselves more readily than permanent ones. When the woman who cannot picture herself as aging looks in her mirror one day, she may see unmistakable signs of the years -- signs which even she cannot overlook -- but she is likely to say, "I am just tired, tomorrow I will look young again."

So, when the loss of vision is so great that the individual cannot deny it, the first step toward acceptance may be admitting it on a temporary basis. Naturally, if our acceptance of blindness is only for a short time, we will behave in a way that should cause the period of blindness to end; that is, we will seek medical and perhaps spiritual help to restore vision. This is normal behavior, the only kind of behavior anyone should expect, granted the idea of temporary loss. Here the family enters the picture to a marked degree, for temporary acceptance seems to be a very frequent family reaction.

A third type of initial reaction to blindness may be one of apparent apathy, and I believe that this occurs for at least a very brief period in more cases than might be apparent from our records since we do not too often see the client soon enough to observe it. During this time the individual seems to withdraw into himself, pays little attention to what goes on around him, may say little when addressed, show little interest in food, stop caring for his appearance and grooming. Sometimes this behavior is confused with the behavior found in depression, and it is sometimes spoken of as a period of mourning for the lost sight; but where real evidences of apathy appear I think the condition should be differentiated from depression, for I think that its psychological basis is quite different.

I believe that what happens during this period, which varies in length and may be very brief, is that the person knows quite definitely that he is blind, and deep inside him there is no real denial. However, his concept of a blind person is so foreign to his concept of himself that he cannot identify himself with it at all. His definite knowledge of his blindness has destroyed, killed, as it were, the self he once was, but there is nothing else that he can become. Therefore, it would be fair to say that, for a while, in his own deepest thoughts, he does not exist at all. In the light of this, it is natural that he would not react to the world around him to any real extent, that he would not care about food or dress: he does not exist. Or, where the feeling is slightly less intense, he does not know what to say or how to act because, as I pointed out above, we act and dress and speak in accordance with our concepts of ourselves -- and this person is between concepts, so to speak. He has no guide for his reactions.

All of the reactions to visual loss which I have discussed thus far have been reactions in which the individual could see little or nothing in common between his concept of himself and his concept of a blind person. However, there are cases where the two concepts have enough similarity so that the individual can quickly make at least some moves toward adjustment.

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Happiest of all is the situation where the newly blinded individual has had fortunate experiences with blind people, knows rather realistically what he is likely to be able to do as a blind person, and willingly attempts to do this. We see this type of easy acceptance of the concept of himself as a blind person in cases where there have been other successful blind members of the family, or where the individual, before losing his sight, had friends who were well-adjusted blind people. When he, himself, experiences visual loss, he sees himself as like those he has loved and admired, and he does not fear that he will lose the love and admiration of people around him. This does not necessarily mean that he experiences no fears in learning to live without vision. Travel problems, steps, traffic, obstacles, are just as real hazards for him, and the bruises he collects in achieving independence are just as painful as if he had no such favorable concept of blind people. It does not mean that he does not suffer all the inconveniences of losing his way, having to ask help and perhaps being rebuffed, not being able to read his own letters, not knowing when he has caught the parsley instead of the peas on his fork. The irritations, the frustrations, are still there and he would not be human if he did not feel annoyance. But his picture of himself as a blind person is a picture with which he can live comfortably.

Almost equally happy is the situation where the individual's concept of himself emphasizes some element not materially affected by loss of vision. For example, a successful professional pianist who deeply loved his work and had few other interests would probably not feel that any really essential elements of his self-concept were affected by loss of vision. True, he might now need a guide to get to his engagements, he might need someone to check his grooming before a public appearance; but he could still play his beloved piano, and his life, therefore, has not changed in any really important element.

There are also cases where, although the individual conceives of blindness as a state of dependence, he does not find that unacceptable. This is most likely to occur when the individual has not felt very successful as a seeing person and has more or less consciously been seeking an excuse for his failure. Blindness may, in his view, give a very acceptable excuse for making no further effort. He feels that the world owes blind people a living, that the seeing should adjust to the blind, not expect them to meet the standards met by the seeing. With a visual handicap this individual feels he need no longer try to compete, and any failures which he experiences are not really his failures but the completely excusable result of his visual defect. For such individuals, blindness is actually a release from the struggle which life previously represented.

Long as my list has been to this point, each of the preceding groups is probably relatively small. Probably much the largest group of newly blinded people falls into the last category: those for whom the self-concept and the concept of a blind person are similar in some areas but differ in one or more very important ways. This is unquestionably the group into which most of our clients fall because a number of the people in the groups I discussed earlier do not seek the assistance of an agency.

We try to work with these people in two ways. In many cases we must start by trying to change their concepts of blind people. We do this by our own example, by telling them what blind people are doing and how they do it, and by introducing them to well-adjusted blind people.

Secondly, and of course often concurrently, we help them change their concepts of themselves. This is perhaps the outstanding function of home teaching: teaching not merely the skills of daily living, the crafts, travel, braille and typing, but perhaps more importantly, teaching patience to the frustrated, human relations to the lonely or the belligerent, bravery to the timorous, and caution to the foolhardy. In so doing the home teacher changes each client's concept of himself, for, as I said before, we all act in accordance with our concepts of ourselves, and if our behavior materially changes it must be because the concept on which it was based has changed. I shall not attempt to enumerate the many kinds of changes which are possible, nor to describe how these changes may be achieved. Discussion of this area would be a treatise on home teaching, which others are better qualified than I to write.

I would merely like to add one point: When we deal with the many clients whose self-concepts partially match their concepts of a blind person, we will make the greatest progress if we start by carefully analyzing where the differences between the two concepts lie. Because the profession of home teaching does relate closely to vocational rehabilitation and many agencies seem dominated by vocational rehabilitation goals, we sometimes tend to assume that the client's area of greatest concern is employment. Yet it may not be.

For example, when we work with a young man in his early twenties, we may assume he wants to be employed and orient all our efforts to getting him into a suitable job, yet he may leave the job in spite of the fact that by our standards and by his employer's standards he was successful in it. Why? It may take some very careful interviewing of this client to reveal that before his recent loss of vision his thoughts were chiefly on socializing with the opposite sex and he felt rather successful at it. He took it for granted that he could get a job then and he still rather takes it for granted now, even with his visual loss. What he no longer takes for granted is that girls will like him and, indeed, he fears to try this out, avoid situations involving girls, dares not ask one for a date. Yet, if success with such social efforts is what really matters, where is the value for him in sticking to a job? He sees the job as serving no important purpose.

What this young man needs is some real help on how to manage certain social situations without vision, how to take a girl on a date, how to see her home, how to keep from being so dependent upon her that the interpersonal relationship is unnatural. This may mean training in travel, learning to use public conveyances independently, ordering meals in a restaurant, independent eating skills, skills related to dressing, etc. In addition, he may need someone to go with him, making his first date as a blind person a double date, or he may need a chance to meet new friends. We may even get him to stick to the job if he again has satisfactions in social contacts because he will have the motivation to make money and someone to help him spend it!

I am sure you will think of many instances in your own experience where the initial appeal to a client has little result and it was only later, sometimes quite by chance, that you struck upon the particular area of concern in this client, the particular area where his concept of himself and his concept of a blind person did not match. When this area was identified, help could often be given in the right spot. How often we find that a little help in the problem area will do far more than months of effort in areas where the client feels little or no concern.



METHODS OF RELEARNING

Someone, somewhere, wrote recently that blindness narrows down space considerably and limits man's mastery of material objects in space. While I dwelled over this thought with interest and respect I could not help but be amused over the thought that a person ten years ago would have been labeled crazy if he had predicted what is being accomplished today in getting ready for actual space travel. Further thoughts brought home the fact that progress in conquering the problems of space travel did not come easy to the sighted world yet, with acquired knowledge, they are accomplishing what once was deemed impossible.

An open mind to the subject of relearning certainly brushes aside the cobwebs of confusion and mystery. Let's take a look-see at the highlights of thoughts that may provoke our three group leaders this evening as we dwell into the subject of travel, home craft and recreation as a means to an end - adjusting and relearning.

The time has come for Home Teachers themselves to subjectively realize that they play an important part in the process of rehabilitation of the blind. At present there is proposed legislation in Washington placing greater emphasis upon the rehabilitation of the individual rather than upon his vocational potentialities as an end goal. A Home Teacher today has reached a new high in being considered an important member of the family of rehabilitation. Professional recognition is very evident throughout the country and one good measure of progress along these lines is the recommendation of civil service and merit commissions that salaries, based upon importance of responsibilities and duties, be increased and status in the agency be recognized. I urge those of you who have not been fully recognized to date to please do not become complacent and resigned to a feeling of "forgotten child". The merit system requires that you individually demonstrate your worthiness for recognition and when the sum total of all Home Teachers in an area indicate their abilities and responsibilities the administrators will be required to take action.

As Home Teachers you have been exposed to methods and techniques of teaching travel, home craft and recreational activities and must have, of necessity, encountered problems. After we have separated into three groups, let's consider the first item on the agenda for discussion, comparing and sharing these problematic experiences and how we succeeded in coping with them. Group leaders will then report on this part of the meeting.

The sooner we understand the problems faced by an individual who has become blind, the more confidence we will have in planning to help him. The late Dr. Cholden provides us with some insight into the turmoil and confusion of the individual who does not understand this business of functioning without sight and particularly the ones who suddenly lose what they depend upon every day. The sudden loss of sight might be approached like the death of a loved one and after going through the period of mourning introspectively looks upon life as being reborn. While these thoughts appear to be morbid and negative they no doubt have some foundation. Dr. Cholden expressed his belief that the individual indeed dies as a sighted person and must be reborn as a blind individual. He must learn

all over again in a new kind of world, with a new set of sensory instruments. He must learn to accept his blindness as a condition of his life. This is essential in order to enter into re-educational activities that will restore him to a satisfying and productive life. I for one feel very strongly about this philosophy and personally believe that Home Teachers and those in the field of rehabilitation should respect this approach to the matter of reaction to the shock of blindness or to the vegetable state of a person who has been practically inactive because of blindness. I do not go along with the theory that we must throw a person into deep water if we want him to learn to swim. I believe in the importance of developing confidence, stimulating interest in a will to do and a need to know. First we need to become familiar with the techniques of understanding the problem.

Another belief we must be fully cognizant of, particularly when thinking of travel, is the usual fear of injury uppermost in the mind of the blind. Dr. Cholden states this is present in all of us and not the blind alone - an instinctive fear of being hurt or maimed in some way. Amongst the fearsome fantasied disabilities is that which relates to blindness. These thoughts immediately should alert every Home Teacher to the importance of developing confidence when planning to teach travel. All of us run away from things that are strange to us and unfamiliar. If we will accept the basic philosophy that confidence comes with familiarity and familiarity is the result of determined effort to understand and understanding can be achieved by exposing ourselves to the problem as often as necessary. Then we should see a clear path ahead. We all remember the problems we had with addition and subtraction. We first are confused with the business of subtracting a larger number from a smaller number and how to borrow from the next figure. But the more we do it and the more experience we have, the easier it becomes. This is true of almost everything in life. If the Home Teacher can demonstrate step by step that travel techniques can be learned through familiarity and repetition, the blind person's confidence in learning encourages him to travel with ease and facility and he begins to relate this confidence to other problems. Recreation and travel then can be a means to an end. It has been said that the gym teacher plays an important part in moral and character development within the structure of the gym, ball field or playground. Equal or greater importance can be placed upon the role of the Home Teacher or those who teach recreation or home craft to the blind. The teacher who carries on an informal individualized program, who comes in close contact with the individual, is the one who can help in overcoming personal and social problems.

While going through old files recently, I found a letter written to me by one of my clients back in 1949. I admired his perserverence and clear thinking and for this reason I asked him to make notes on his reaction to the problems of travel. His reaction to learning cane travel included, "I found there wasn't much to the mechanical parts. The rudiments can be learned easily. What's needed is careful supervision until the technique becomes perfect and the person's confidence is complete. I am still a little hazy about my reflexes. They haven't had sufficient time to function well. However, I have confidence in myself which seems important to me. With practice the rest will follow". I recall that I asked him to comment concerning the blind and their reaction to travel away from home. He wrote, "I know that I don't want to be tied down by my handicap. That to me is the worst part of blindness. A person tends to be shut in and both the feeling of dependence and the actual limitation it places recreationally, socially and economically are the major factors in hurting a blind person's personality and

enjoyment of life. I hate having to depend upon others and therefore my natural desire is to be able to travel alone. That raises a problem immediately in making a decision as to how I should travel - alone, with a cane or with a guide dog. I realize that no one method is perfect. I marvelled over other people who can travel alone, I just did not see how it could be done. I found out something I should have realized immediately. I was told that they first take a terrible chance of falling down holes or off platforms or stepping in the way of turning cars. In my own way of thinking I thought that they appeared completely and hopelessly pathetic in the eyes of those who watched. I thought they stumbled and ranged people, especially in new and strange places - that I could not stand. So I decided I would rather walk with a cane or a guide than make a fool of myself. I could see once and the memory of how people see so much when they want to hasn't left me." "At last comes the cane. To me, up until very recently, this was the one way I would never travel. I said before the cane symbolizes in my mind the blind beggar and I hated the association. I changed that - I am not a beggar - don't look like one and don't act like one. I felt very sure and uncomfortable swinging the cane during the process. The feeling changed as my attitude changed. People did not come racing forward and direct one and I feared, to give me help. When I did ask help in crossing a street or entering a train they did not have that tone of pity I hated but instead sounded rather friendly and polite. They of course, were overly kind but not obnoxiously so. I am really surprised. I am beginning to think the general public maybe learning a lesson."

I am sure that if Dr. Cholden was alive he would appreciate the comments made by this outstanding blind person for it truly represents his inner turmoil and confusion that existed before he stepped out of the period of shock and mourning. I am happy to report that this individual today is a leader in work for the blind and has my full respect and admiration for he has made the "grade".

When we re-assemble I hope that each group will come forth with concrete thoughts concerning the problem uppermost as evidenced from past experience, in securing the individual's cooperation, making him ready and making him feel the need to know and the will to want. I hope each group comes forth with concrete ideas in how we may help these people in developing confidence through the medium of travel, home craft and recreation. The sum total of these thoughts should then be compiled and distributed to our Home Teachers so that they may have a clearer understanding of (1) familiarity with the problem of approaching the client in determining his need and (2) developing confidence in applying these skills, in assuring successful outcome in what we are attempting to teach.



RECENT ADVANCES IN OPTICAL AIDS

Ladies and Gentlemen I take great pleasure in being privileged to appear before you today on a subject which is so greatly to my liking.

To those of you who have listened to me countless times before, I beg your indulgence.

Approximately two years ago, Dr. MacFarland of the Virginia Commission for the Visually Handicapped initiated the formation of an optical aids or sub-normal vision aids clinic. By the fall of 1957, after a years training and acquisition of the necessary materials, we were ready to function.

First I would like to go over with you the present method by which we operate our clinic, our results, and our future. We operate the clinic on a strict referral basis. By this, we mean that all patients seen in the optic aids clinic have previously been examined by an opththalmologist, either privately or in a clinic, and a diagnosis made and his visual acuity with or without glasses obtained. This helps us to operate more efficiently and more quickly and gives much more time to devote to the problem at hand - the near or reading vision of the patient. It also helps in that the patient knows that all has been done for his distance vision that can be done and he is more willing to sit down and work with you on his near vision. We operate the clinic only one night a week at the present and we schedule only four patients each night. By doing this we allow ourselves approximately one hour per patient.

So much for the method by which we obtain our patient. Now to the patient himself. What is he like? I would like to describe to you my concept of our average patient.

1. He is a little past his prime, probably in the late fifties or early sixties. Acutely aware of his problem by this time but still quite sensitive. Willing to be cooperative but quite dubious. His enthusiasm for any corrective device is in direct proportion to whether he will have to pay for it or whether the State is paying. However, if there is a remarkable improvement he is quite willing to pay for the device provided you will assure him that it will work. This was vividly demonstrated in several instances where they have personally wanted me to refund their money. Fortunately I got out of that by convincing them that they could see to read. One was a case of a woman who did not want to see to read because she had two sisters who were able to read for her and as soon as she obtained the device they refused to do it any longer. All in all the patient is very appreciative. Medicine is an art.

Third, I would like to discuss the materials with which we work.

1. Conoid lenses - Our entire program at this time is built around the Volk Conoid Lenses. These lenses are aspheric with a hyperbolic anterior curve and a spherical posterior curve. They ranged from a 15 diopter lens to a 100 diopter lens. The lenses were developed by Dr. Volk and are manufactured by the American Bifocal Co. of Cleveland. They are made of crown glass. The lenses are quite expensive. A test set costs \$295.00 and the smallest dioptic powered lens,

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mounted, will cost the private patient approximately \$65.00. The higher the dioptric power the greater the cost to the patient. Actually for clinic work all that is needed from the trial set is a 15, 20, 25 and 30 diopter lens. Above these powers the patient must hold the lens too close to be practical for prolonged use.

A note of interest at this point is that one optical company is at present planning to produce a group of molded plastic aspheric lenses. The advantages are obvious. They would be of lighter weight, cheaper, and less liable to break. The first ones that they have produced, however, were of too high a power. Instead of working in the 15 to 30 diopter range they began their series at 30 diopters. They will soon be out with a group in the lower powers.

The telescopic lenses have been found to be very impractical except for specific cases and specific uses. You may improve a man's distance vision considerable only to have him fall over something 5 feet in front of him and break his neck.

The hand magnifiers and illuminated instruments are still time honored standbys and serve their purpose well.

Contact Lenses are an important factor in the improvement of vision of an ever increasing number of patients. For keratoconus, high myopia, irregular astigmatism and unilateral aphakia they are unexcelled.

We are at present experimenting with the idea of using a contact lens of low dioptric power and a conoid lens of a moderate amount of power in order to increase the magnification and still allow the patient to hold the reading material at a reasonable distance from his face. We hope to report on this in the near future.

Our results to date have been encouraging. In the past year we have seen 202 patients. Out of this group we have been able to significantly improve 50%. Some of the statistics I have been able to arrive at is that the average age of the patient is 58 years old. The visual acuity of the patient we are unable to help is less than 20/400 and that of the ones we are able to help is better than 20/400. The diseases seen are many and varied and the results obtained cannot be correlated with the disease. If I were asked what disease we would be most likely to improve with optical aids I would be unable to answer honestly.

Conclusions:

We are making very satisfactory progress in our work with the near vision and our results should continue to improve. We have much work to do as yet in the liaison with the people who most need our services. Our contact with the Ophthalmologist is fairly good at the present but could stand improving. We have one problem in that the average ophthalmologist wants our services for his patient but he will not sit down and write out the necessary data that he already has for our benefit. This prolongs our work and makes it more difficult.

Our best results are being obtained through the use of the aspheric lenses which give a much larger retinal image and a clarity without aberation and distortion of the visual image.

I believe that when we have enough clinics of this type in operation throughout the country we will have made a great stride forward in the alleviation of the problems of the near vision for the visually handicapped.

RFB ASSISTS IN EDUCATION OF THE BLIND

The current dispute about American education is probably the best thing that could happen to it. Not since the early 19th century controversy as to whether government should support education at all have so many people talked so much for and against the subject. Since you cannot have a good public school system unless people are interested in it, it seems likely that, in this battle of the schools, the schools will ultimately be the winner. This should be a good time, therefore, to take a look at a special field of education, namely, the education of the blind.

People have a tendency to regard the blind person as a special type of human being, restricted to a common area of achievement because of his handicap. This is wrong. Blind people vary in individuality as much as sighted people. There are 350,000 blind people in America. They are gloomy or cheerful, intellectual or non-intellectual, industrious or indolent, ambitious or apathetic, in about the same proportion as their sighted contemporaries. A relatively small proportion of them - about the same proportion as of sighted people - are determined to get a good education and are willing to work for it.

At present, there are something less than 1,000 blind students in the colleges and graduate schools of America, and about 13,000 in pre-college education. Each year more and more able blind persons undertake to enter college. And the recorded textbook has become an increasingly important instrument.

Braille is still a basic tool of the blind student. But a book in braille is expensive to manufacture, unwieldy to handle and takes a great deal of shelf space.

The personal reader is also of importance. The Lighthouse in New York and in other cities and other organizations serving the blind throughout the country, including campus groups, will provide readers free of charge for blind students. They offer a personal contact which is helpful. But readers are only available at certain prearranged times. They cannot be "played back" later if one wants to repeat a certain chapter. They are not like the recorded textbook, which is always at the desk-side, ready to be played at any hour of the day or night, and as often as the student wishes.

It is for that reason that recorded textbooks are now being made by the hundreds every year - many by devoted local organizations which usually make one copy, of varying quality, for local use. The only national organization of this kind which screens its readers, requires studio conditions and sets definite standards for both reading and recording, and makes its books available free of charge anywhere in the country is Recording for the Blind, Inc., of New York City.

Recording for the Blind, Inc., has thirteen recording units in cities from coast to coast. Most of the units are located in university towns so that they may have access to the special intellectual talents needed for textbook reading. Books are sent by headquarters to the unit to be read onto tape. The

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tapes are then sent in to RFB's embossing center in New York City, where they are transcribed onto discs, making up to twelve copies, depending on the demand. RFB records at a slow speed of 16 $\frac{2}{3}$ rpm which enables it to get about an hour's reading on a 7 inch vinylite disc. The average textbook requires about twenty-five discs, which take about the same space as the printed book itself.

The organization serves any blind person who is interested in education, whether he is formally enrolled in a program or not. The student simply writes in and notifies RFB of the books he needs. If some of them have already been recorded (and nearly 4000 have been), they are sent to him from one of the public libraries serving the blind. If a book has not been recorded, RFB assigns it to one of its recording units, depending on how busy the unit is, and whether or not it has readers competent to handle the subject. Housewives who read well may be able to handle history - but not higher mathematics. Such books may go to the unit at Oak Ridge or Princeton or Denver, to be read by specialists in that field. Contrary to popular opinion, a "Broadway actor" does not necessarily make a good reader. In an educational program such as this, he may be good on certain books (especially "literary" ones) - if he doesn't over-dramatize - but poor on others.

For the sake of speed in complying with the student's schedule, a book may be read by several qualified volunteers. After the tapes are recorded onto discs, one copy is kept as a master for re-recording if necessary, and the others go to the student who requested them and eventually to the public library for further circulation.

The net result of this procedure is an interesting experiment in group cooperation. Over a period of four college years thirty or more people from half a dozen different communities, in many different occupations, may read for a blind student. A policewoman in Chicago, a housewife in Berkshire County, a mathematician in Princeton, a nuclear physicist in Oak Ridge, a lawyer in Louisville, an engineer in Detroit, a foreign linguist in New York will all be recording textbooks for a blind boy or girl whom they never see.

And apparently the program works. With the recorded textbook there is no field of study in which the able blind student cannot advance successfully along with his able sighted comrades. RFB has been recording textbooks for six years for a blind student who is shortly to get his doctor's degree at Massachusetts Institute of Technology in the field of higher mathematics - a field not only particularly difficult for the student, but also difficult for the reader who must find a way of describing in words the complicated formulae, diagrams and charts that such books contain.

RFB doesn't claim that its recordings are of professional quality - only that they are clear and expressive. They supplement, but do not duplicate the excellent talking book program of the Library of Congress, which is concerned with books of a general or recreational nature. The Library's talking book machines, made available without charge to all blind people, now play both 33 $\frac{1}{3}$ rpm for the Library's records and 16 $\frac{2}{3}$ rpm for the books made by RFB.

The boys and girls who go through higher education on the basis of these recorded textbooks become lawyers, judges, ministers, teachers, psychologists, social workers; or they get a vocational training as telephone operators, masseurs, radio operators, craftsmen, agricultural workers or shopkeepers.

During the time in which a student may be served, he becomes something more than a name to those who work for him even though he may never be seen in person. His career is followed with interest. And when students report, as they frequently do, that "your records of my texts have enabled me to retain straight A's in my studies", or "today I was advised that I had been elected Phi Beta Kappa," or when a blind professor writes "I know now how important and socially useful your contribution is," the good news is passed on to the volunteers who have helped him.

This year RFB will record about 600 books in some 2400 copies. Next year it will - and must - do better since the demand for the service increases literally every day. Since the organization is supported entirely by voluntary contributions and since the increased production means higher operating costs, RFB is hoping to find through research a cheaper way of producing the books. At present, it is engaged in a research contract for the Library of Congress in recording at the speed of 8 1/3 rpm - which should make it possible to get upon the current 7 inch disc two hours of reading, or more than twice as much as at present, with a consequent saving in cost of production and in storage space in the libraries of deposit.

What the invention of printing was to the general education of man, the recorded textbook is to the education of the blind.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

Madam President, Home Teachers, and Friends:

There is an anecdote of a 19th century orator who, in the process of eulogizing Daniel Webster, commented glowingly on his completion of the dictionary. At this point someone on the platform pulled the speaker's coat tail, and whispered hoarsely, "It was Noah, Noah compiled the dictionary!" The orator turned an annoyed profile to his informant and replied, "Nonsense! Noah built the ark!"

This story does point up the relative obscurity of Noah Webster, whose 200th anniversary was observed October 16.

To some the Christian Record Benevolent Association, Inc., may be new, however, 1959 will be the 60th year of the Christian Record, the oldest non-sectarian journal for the blind in the world. It is an honor for me, and the Christian Record Benevolent Association, to have this opportunity today to share this information with you of the Eastern Conference of Home Teachers for the Blind.

Four non-sectarian public services, monthly journals are published by the Christian Record Benevolent Association:

THE CHRISTIAN RECORD from which our Association gets its name, is published in Grade 1½ Braille, and in New York Point. Original and selected non-sectarian articles from a wide range of authors and publications, make up this 56 page journal.

THE CHILDREN'S FRIEND - 32 pages of true stories of courage, honesty, kindness, obedience; and at least one Bible story each month. Also included are songs, verses, riddles, a Pen Pal column and nature stories. This is compiled for the four to fourteen age level. This is in Braille Grade 2.

THE YOUTH, a 52 page magazine for the fifteen to twenty-five year interest level, containing true-to-life stories, articles on nature and science, biographies, youth problems, and sermonettes. Braille, Grade 2.

LIFE AND HEALTH has the largest authentic circulation of any health journal in the world. It is a 56 page selection of articles from the pioneer inkprint journal of the same name published since 1885, devoted to health education for the layman by professionals. Its purpose is to present sane, ethical, and practical instruction along health lines, scientific nutrition, proper sanitation, and habits of good living. Braille 2.

For your information you will probably want to know about the two journals we publish for the Seventh-day Adventist church.

THESE TIMES, a 56 page condensed edition of the widely known and read inkprint magazine of the same name published since 1891. Biblical interpreter of current events containing articles pointing to the fulfillment of Bible prophecy and to Christ as the Hope of the World. Braille grade 2.

THE STUDENT, a 48 page journal containing a series of weekly Bible lessons on topics of vital spiritual interest to Christian living; with one or two outstanding mission stories in each issue. Braille grade 1½.

THE CHRISTIAN RECORD BRAILLE LIBRARY

The library at the Christian Record Benevolent Association maintains a free lending library of inspirational, devotional, educational, and non-fiction titles. Books may be borrowed for thirty days with the privilege of renewal. Many of these books are hand-brailled and thus represent a large investment. For this reason, the library reserves the right of denying borrowing privileges where books are returned in a damaged condition. Both inkprint and Braille catalogues of books are available upon request to the librarian.

CORRESPONDENCE COURSES - For the benefit of those wishing to follow a systematic study of the Holy Scriptures, the following Christian Record correspondence courses are offered:

The Life and Teachings of Christ, a 25 lesson course for youth and adults -- a life enriching series of studies. Braille Grade 2.

Two series of vacation Bible School lessons are available for children blind. Adventures in the Holy Bible, a 13 lesson get-acquainted-with-your-Bible course for boys and girls featuring the children's Friend, Jesus of Nazareth. And Stories Jesus Told on the parables of Christ. Ink print copies can be had for sighted parents or others who work with the children. Colorful inkprint and brailled certificates are given upon completion of the courses. Braille, Grade 2.

RECORDED PUBLICATIONS - - RECORDED MAGAZINE and TALKING BOOKS

For the large number of sightless who do not or prefer not to read any form of embossing, the Association offers a number of recordings. These are on 33 1/3 rpm 12 inch double-face records cut to be played on special machines supplied to the blind by the Government or on any good late-model three-speed machine on the market. All recordings are prepared solely for the use of the blind.

RECORDED MAGAZINE - The Christian Record Talking Book Magazine, recorded on two 12-inch rpm 12-inch records containing inspirational articles with musical selections, is published quarterly and available without cost to the blind on request. These recordings are also in the regional libraries for lending purposes. Records received direct as a subscription may be kept by the reader; those borrowed from the library should be handled according to the policy of the library.

RECORDED BIBLE COURSE - The Christian Record's own Bible Course, Life and Teachings of Christ, a 25 lesson course of the life of Christ, narrated by H. M. S. Richards, with accompanying musical selections, 33 1/3 rpm records. Enrollment by personal request only.

RECORDED BOOKS - To date the Association has completed the recording of six titles of Talking Books. These have been placed for lending purposes in the regional branches of the Library of Congress for the blind in the United States; in the library of the Canadian National Institute for the Blind in Canada; and in a number of overseas libraries for the blind. All applications for these Talking Books should be made by title and author direct to the reader's regional library. Following are the six titles and authors:

1. ALONE WITH GOD, by Matilda Erickson Andross.
2. DESIRE OF AGES, THE, by Ellen G. White
3. PROPHECY SPEAKS, by Earle Albert Rowell
4. RUTH AND REDEMPTION, by Charles G. Bellah
5. STEPS TO CHRIST, by Ellen G. White
6. THOUGHTS FROM THE MOUNT OF BLESSING, by Ellen G. White

What America needs, they say, is a good spot remover, guaranteed to remove the spot she is usually on in world affairs. I will use this to remove myself from the spot that I am on now. Thank you for your hospitality and interest.

WHAT IS NEW IN PROGRAMS FOR THE BLINDFROM THE STATE POINT OF VIEW

In my humble opinion, the state programs for the blind should and must carry the prime responsibility of serving that group of individuals. It is the link between national agencies and local agencies and as such is in the best possible position to bring to bear all available services and knowledge to the advantage of the blind. There is something administratively wrong with a state program which offers a separate service each in vocational rehabilitation, home teaching, business enterprises and a host of other individualized areas of activity between which there is no coordination and open rivalry may well exist.

It would seem only good business that from the state point of view a coordinated integrated program of service under the direction of one individual affords the maximum opportunities to the blinded individuals, and hopefully with a minimum of cost to the taxpayer. Based on our experience in Pennsylvania, we believe that these points are essential in providing service from the state point of view:

1. That all fields of service coordinate their skills and activities and provide inter-action between themselves to serve the blind.
2. That the activities of the state agency be adequately decentralized in all categories of service to bring this service to the community level in which the clients live.
3. That the state agencies assume the primary responsibility for developing new ideas, demonstration projects and research to further the over-all development of improved services.

1. Coordination of Skills

Let us therefore examine each of these items to evaluate the responsibility of the state in the performance of its obligations to the blind.

In our agency, the State Council for the Blind, we have endeavored to integrate our services to this extent: First, all referrals received are reviewed by a screening team in each of our six district offices. This team is composed of a VR person, a home teacher and a caseworker, with a manager or an assistant manager chairing the session. They meet at least weekly and as a result of their review cases are:

- a. Assigned directly to a specialty service such as VR, home teaching, etc.
- b. Screened out on the basis of the information at hand.
- c. Assigned to a caseworker for additional investigatory work before a decision is made regarding assignment to a special service or rejecting the case for any service.

This screening technique has had the following results:

- a. It has helped each specialist to better understand the skills and ability of his fellow workers.
- b. It has brought into the active caseload many more cases which hitherto have fallen through the proverbial slats.
- c. It has made for a freer exchange of information regarding cases in the district office between all professional staff, because now there is a developing philosophy that each category of service has its part to play in fulfilling the obligations of the state agency.

The net result of this activity has been to reduce materially the time lag between referral and the establishment of eligibility for service. It has reduced unnecessary field investigation which is costly in staff time and travel, but more importantly, it has truly developed the team philosophy at our district office level and this has resulted in improved service to individuals. This we believe is the most valuable result.

2. Decentralization of Activities

Let us for a moment examine the second point in the state program, namely, that of decentralizing services. It has been our experience over the years that the establishment of district offices in key areas of population manifestly has improved the service to the client. It reduces the travel problem, it reduces the time from referral to the initiation of action and the closure of the case, and more importantly, it materially improves the development of local community facilities as ancillary services to programs for the blind. It is, therefore, at the district level that we see the closely coordinated functioning of our home teaching staff with that of our other services. In addition, it provides specialized services on a planned basis for vocational rehabilitation. Home teachers have shown a particular effectiveness in working with prospective business enterprises candidates, brushing them up on mathematics, routine or basic bookkeeping, communications, travel, grooming and the other essentials necessary to produce a good vending stand operator or manager of some other small business.

More recently we have received approval from the Office of Vocational Rehabilitation to use the home teacher in difficult cases as a diagnostic tool. Now let us state for the record, that our agency has been doing this in the past, but we have not been able to secure the approval of the OVR to make a charge for this service. At the moment, we are doing it on a pilot study basis. The purpose is simply to serve those individuals who live in remote areas, who because of family ties, lack of experience and for other reasons, find it difficult or impossible to go to an adjustment training center or other facility to determine the degree of motivation and potential leading to vocational rehabilitation. In our opinion the home teacher as a diagnostic instrument can in these difficult cases provide the vocational rehabilitation counselor with valuable information and at the same time can stimulate the reluctant or poorly motivate client into self-action which should lead to sound vocational rehabilitation as the case

progresses. Such service will be provided on a concentrated basis and will, we believe, be a step forward in our agency in more thoroughly using the skills and ability of a qualified and certified home teacher.

Our experience in decentralization indicates that the team approach at the district office level is functioning and that as a result we are achieving mutual respect for the professional skills of our respective staff members.

3. State Agency Leadership

Point three indicated that the state agency should and must take the lead in the development of new ideas, demonstration projects and research. It is incumbent upon the state agency to incorporate some of this planning in its long-range activities to better serve the individual. It seems that most states are desperately trying to resolve the needs of the blinded individual living in the rural area. Some states have instituted programs in rural rehabilitation. Without planning and the determination to move ahead in this field, most states are literally cheating the blinded individual living in a rural or semi-rural locale.

The OVR through its grants has caused to be established a number of demonstration projects, to add to the fund of knowledge to provide better service by state agencies for the blind. Too many administrators read the reports, file them and forget them. In our opinion, this type of state administrator has no more right to exist than does the field staff member who fails to serve an individual on his or her caseload.

In our staff we have recognized an area needing research and are supporting a two-year program with the hope that we may come up with some solutions to the problem. This comes of our concern about the blinded individual who of necessity must remain at home, or who at best can go to a nearby private workshop to earn either a full or a partial salary. Now it can be argued that if an individual can earn a full salary either at home or at a private workshop, why can't he do the same in competitive industry. But we recognize that there are many factors which limit the person to one or other of these conditions of employment.

Thus the purpose of our research has been to find a product or products which will provide a minimal weekly income of fifteen dollars with no limit as to the top amount that the individual can earn. Here we are differentiating between productive home industry or shop activity versus therapeutic home-bound or sheltered shop work. It is our belief that if a state agency provides this type of program, the individual must be expected to produce commensurate with his physical capacity, his home surroundings and/or that of the shop. For example, if conditions permit him to work only two hours a day, then production should be scheduled on that basis. However, if he can work six or eight hours a day, then the assigned quota of production should be done on this basis. We are firmly convinced that at all times the state agency and those involved in its program must clearly define the industrial programs versus therapeutic programs. We believe they are distinct and separate; however, each of necessity must have its place in over-all services to the blind.

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We have found in our preliminary research that many items in the area of sporting goods manufacture lend themselves readily to production by the blind. In most instances, sight is not required to do the entire job. In some instances, sight is not required to do the entire job. In some instances, of course, sight is a distinct advantage in stepping up production. The research we have undertaken includes a complete market analysis of the products in order to determine their marketability, the need for replacement, and the going market potential. With this in mind, we are looking for products that have a stable sales demand year in and year out; products which, although durable, must be replaced from time to time, and finally, products not classified as novelties - for example, the hula hoop.

One final word: The strength of any program, whether it is national, state or private, is only as strong as its leadership and as strong as those who are members of the program staff. Thus, unless there is a harmonious understanding between supervision and staff and unless all of the staff are aware of, and are desirous of, seeking the common goals with the administration, then and only then will we honestly serve the blind of our respective states and perhaps more importantly our employer, the taxpayer.

SOCIAL WORK FUNCTION IN AN AGENCY FOR THE BLIND

When one studies the broad service functions carried on by both public and private agencies for the blind, it is often difficult to see what essential differences exist between the two. However, more important than differences is the one vital question of how can we, most effectively, serve the clients who need our help.

It may help in our considerations, if we begin to think of agencies as either voluntary or public. The older term private, somehow, seems to have just a hint of snobbishness and condescension. Voluntary, on the other hand, in the sense that it identifies an agency as stemming from the conscious desire of community groups to provide service for their less fortunate neighbors, places the agency in a very special relationship to the public which supports it and to the clients it serves.

There is general agreement on the function of a social agency as being that of providing enlightened human kindness, of helping individuals handle social problems of various types, providing better ways of living and of eliminating, insofar as possible, the causes of social breakdown. Within the structure of agencies for the blind it is the home teacher or the social worker who most commonly is the first point of contact between the blind person and her community, and who for the longest period of time may be alternately in the forefront or the background, following the path of readjustment with her. Therefore, it becomes the task of the home teacher or the social worker to fulfill part of the community's trust to the client.

How do we do this, how can we be more effective, what are our strengths and our weaknesses, and where can we get the help that we need? These are the important questions for us to consider. In trying to think with you about these questions, I must talk against the background of the Industrial Home for the Blind, where for the past several years I have been trying to answer these self-same questions with the help of a very progressive administration and a very wonderful staff. Ours is a large, private agency serving both the highly congested urban areas and more distant rural ones. True, we have wonderful facilities and programs but we still face the most important part of our planning in the question of how do we use these facilities and programs with the greatest efficiency and provide the most meaningful service to our clients. Although we are a large agency we do not have a large social service staff and we are constantly beset with the question of how to use the staff we have, most effectively; how to place protective limits on the worker without limiting the help to the client and without making ourselves inaccessible to the community.

When one tries to achieve quality within limits, certain areas of service stands out as having the greatest significance. First and most important of these is knowing the client. This cannot follow any set method or procedure, except that it must be a study in depth. In fairness to the client, it must be a study in which his blindness is not the central factor, for if we see the blindness as primary, we may not see the person who is blind at all. Besides its informational value, social study has merit in that the interest and true concern of the worker is communicated to the client and helps to rebuild his sense of self-value, so

often damaged by blindness. It sets a stage and establishes a feeling tone against which further chance can be accomplished. Conversely, if poorly handled, social study may create hostility between client and worker and may establish impossible barriers against further service. This initial phase of contact becomes a place for testing out, on both sides, how far the individual can become involved in a helping process. For this reason there has been constantly increasing emphasis on training for workers in the dynamics of human behavior, since such knowledge helps us to sort out what it is the client is really needing from us, how far he can go in using help in achieving constructive goals, and of equal importance, how we can use ourselves as the medium through which such help can become available to him. Such understanding prevents premature planning, prevents false reassurance to clients and helps to channel the worker's energies into purposeful activity.

Therefore, we seek to understand the client in his social situation, in the light of his interactions with family members and others in his environment. We have to understand both internal pressures upon him (and here blindness looms large) and external pressures as well as the methods he may have developed for meeting them.

In an agency for the blind, we face both community concepts about blindness, and at times agency policies about service, which confuse the establishment of social diagnosis. There is an almost pre-determined focus of service by virtue of the fact that we represent the agency for the blind. It is expected that we will have to answer for the blind person; It is not assumed that we will want to get to know the family and to know about the family interaction with the blind person. We are "to get on with the blindness." It takes a great deal of skill to shift the spotlight from the blind family member to the family as a whole, yet until the family is understood as a whole, it is nearly impossible to understand the precise place of the client within it. In addition, we need clearer understanding of what a home teacher or social worker is or does. The home teacher has been described as a person who does "inspirational visiting" to the newly blind, "friendly visiting" to the older blind, talking book and vocational referrals, and some pre-school counseling. Until a determination is made of the role of the home teacher or social worker, the agency cannot expect to achieve a high degree sound professional service. Our problems are heightened by the fact that entirely too many professional workers in other social work areas behave in a comparatively lay manner when confronted with blindness. The Child Guidance Clinic "does not have the skills necessary to work with the blind child," so they refer to the agency for the blind which is in no way a clinical setting. Flattered by the tribute to our superior knowledge we allow ourselves to be manipulated into giving disservice rather than service. Perhaps more expert use of ourselves as consultants could provide more lasting benefits. It is interesting that the one agency that most easily provides direct service to the blind person is the Department of Welfare. This undoubtedly stems from the legal provision of a function of aid to the blind, but is it not also true that basic maintenance is the one service that almost all other agencies are least willing to give.

Secondly, we need to know ourselves and to realize what influence our own feelings and reactions have upon our work with clients. To illustrate this:

As many of you know, The Industrial Home for the Blind has been involved for several year now, in developing a professional training service for staffs of agencies for the blind. Trainees must have some basic professional training and then they come to us for a practical experience under good supervision. Part of that experience is spending one day each week in the field as social workers. These young students have usually started out with an extremely lay approach to service. They said in effect "I am your friend" or "What can I give you" or even "How can I get in the door on this first visit."

All of this is rather typical of many helping endeavors and most frequently stems from a lack of definition of role within the helping process. What then is our role? Part of it we have already described - that of diagnosis. Beyond this lies the ultimate challenge in all work with human beings, that of finding appropriate solutions. These may include the simplest giving of information or the most intensive relationship therapy. Imparting of specific skills, emotional support, environmental manipulation, interpretation and referral within or outside the agency, all have a place provided they are adequate in quantity, and timely in view of the client's ability to use the help.

Beyond this our role must be related to the specific services of the agency, or the specific needs of the client group it serves. For all persons who are blind, problems around acquisition of or restoration of feeling of self-worth, adequacy in every day living, communication, mobility, leisure time activity and employment can be anticipated. This does not make one person the source of emotional strength, instruction in techniques of daily living, braille, travel technique, recreation and vocational guidance. Rather the client is entitled to the best service available, in any of these areas from the agency or person most effectively equipped to provide it. The social worker must find the resource and enable the client to use it to the fullest degree. He does not have to be that resource. Perhaps his greatest contribution to his client is the service of knowing when to step forward to help the client over a hurdle and when to remain in the background.

Let me use some of The Industrial Home for the Blind services to illustrate my point. Many of you are familiar with the work of the Vision Rehabilitation Service. The initial social study has been done, including securing medical data. The client is given information about optical aids - what they may or may not do in a general sense, what they may cost, what is involved in examination and fitting. Hope for help must be kept alive but expectation of miracles must be suppressed. We deal with reality. If the client wishes the service, referral is made and whatever social information is appropriate is given to the vision rehabilitation coordinator. Normally, it is now up to the vision rehabilitation counselor to take over. He will work closely with the client until appropriate aids are provided and training in their use is given. Only afterward in follow-up with the use of aids at home, or in school, etc., does the social worker return to the picture. This is the average situation. However, when the client experiences difficulty in using the help of the vocational rehabilitation service, the counselor brings the social worker back into the picture at once, for he recognizes the symptoms of resistance as originating, not in the optometric examination but in the client's basic psycho-social functioning. He recognizes this to be the particular sphere of competence of social work.

Likewise, in the rehabilitation center, consciousness of role becomes vital. Here, under one roof, are massed all the means of helping a blind person cope with the complex problems of living with his blindness. Skills of personal care, household management, braille pre-vocational activities, travel, are all presented to the client in an intensified daily program. Some clients are strong individuals, ready for this training and able to move ahead in it. Others are far less able, physically and psychologically, to be so totally involved in readjustment to blindness. The social worker's role beyond initial social study is to help the client to become involved profitably in the rehabilitation center experience. It is to give information to the client and his family and social information to the client and his family and social information to the center staff, to maintain liaison with family and community during training, to sustain the client's emotional ability to use this training, to help delineate for him roles of other staff in helping, sometimes to help him to accept termination as a positive value and to refer back into the community.

These are merely two instances of social work function in an agency for the blind. In each, however, there is a structure within which the worker can operate successfully. He is not expected to be all things and to take on every facet of treatment. He recognizes that human need can and is met in many ways and by many professions. Yet he knows his own area of service is interwoven into the fabric of many services. He can identify his work as material, in that it deals with the everyday problems of the individual, and spiritual, with the deepest and most crucial feelings and relationships of his client. His is a job that can be performed successfully because - (a) he knows his client, (b) he knows himself both in his limitations and his abilities, and (c) he knows his agency and identifies with its goals.

BLIND PEOPLE AND THE COMMUNITY

The challenges that face those whose responsibility and vocation it is to assist blind persons are many and changing. It is not surprising then, and perhaps healthy that many points of view exist, some conflicting with others. At this period, perhaps we ought to expose ourselves to the variety of concepts as to how to help people who are blind, and to judge and evaluate these on the basis of what we believe the needs to be, and not necessarily on the basis of what we have already done. This is something I would say for all social workers - that we need constantly to re-examine what we do in the light of the needs of those whom we try to assist.

My concern at this moment is with what we think the appropriate role of blind persons should be in the community, and what we do about it. From this point of view, I should like to examine the role of the American Foundation for the Blind, and to consider the role of social workers in specialized agencies - and here I include home teachers.

My comments are based on long association with the Foundation in the course of doing research related to aspects of blindness, and in participating in a monograph now in process, on case work with blind persons. I assume you already have considerable knowledge of the Foundation's activities, so that a summary really would not be useful. What I have to offer is my own interpretation of one aspect of the Foundation's approach, as I understand it from my discussions with its staff and my review of its literature.

To me the most striking thing about the Foundation is its ultimate goal: the fullest possible development of the capacities of blind persons, and their fullest possible participation in and contribution to the community. Now this is precisely the goal of social work with any group, and with people in general.

Closely related to this statement of purpose is the Foundation's belief that the needs of blind persons are appropriately served by provision of all social and rehabilitative agencies. Moreover, whatever services are involved should be of the highest possible quality.

Perhaps I can select some of the Foundation's activities which are particularly relevant to the goal of full community participation for blind persons.

The Foundation's own research, the research it is encouraging, and its publications, are related to these goals. Here I think of studies like Dr. Alan Gouman's on The War Blind in American Social Structure and Dr. Douglas McFarland's Study of Work Efficiency of Blind and Sighted Workers in Industry. Our own research in progress at the Research Center of the New York School of Social Work deals with the travel adjustment of blind persons, and includes a good deal on attitudes of blind to sighted persons. Also, a grant from the Office of Vocational Rehabilitations has been made for studies in attitudes of sighted to blind persons, a grant which the Foundation assisted in making possible. Under active consideration at the Foundation are further studies in travel training and home teaching. Underlying all this research is a value assumption; that it is appropriate to work for full, equal status membership of blind persons in the general community.

Public education through literature, radio, television, and presentations to lay and professional groups are also geared to increasing the understanding of blind persons as individuals, not as a type, and capable of full social participation.

The Foundation's concern for high quality of service is carried out in many ways. These include its field service and consultation to general and specialized agencies, its community surveys, its scholarships for training, its sponsorship of professional conferences, and its interest in development of material which sets principles and standards of service for blind persons.

So much for the Foundation. Now I would like to ask what we, as home teachers, can do about this goal of community participation by blind persons. Perhaps we might start with the relationship we have with the blind persons being served.

Do we have an interest in helping our clients to relate themselves actively to the general community? If so, we need a picture of the client's social situation, what he does in it and his attitude towards it. What is the extent and quality of the blind person's relationships with friends, schoolmates, co-workers? Does he belong to groups, and what is his role and status in them?

Also we ought to try to understand why the client's social perceptions and participation are what they are. How have his previous life experiences, his reactions to blindness, and the attitude of others around him shaped the quality of relationships to them? In thinking of improved social relationships and community participation are we thinking about how we can help blind persons relate with security and gratification to sighted and visually handicapped persons?

We might raise the question of the model which the home teacher who happens to be blind presents to his client, to other agencies, and to the community in general. It is not news to you that many sighted persons have confused or distorted notions which they think apply to all blind persons. One of the interesting findings of research into the nature of prejudice is that it is best dissipated by experience, in equal status contacts, with the objects of prejudice. The visually handicapped home teacher has the opportunity of presenting, in his own person, an individual who does not fit stereotyped beliefs. Thus he may make a direct contribution to better understanding of persons who are blind.

He can, through his example, and through his interpretation of his client, open the doors of other agencies; and more important, prepare the way for consideration of his client as a person with certain problems who happens to be blind and who has strengths as well as needs.

In all of this, I see the need for caution. Not every sighted person can be helped to this point where he achieves the ability to maintain himself on an equal status with all others, nor can every blind person. Certainly, there is room in our concept of helping to see the validity of limited goals, where these are realistic. However, we ought to be certain that the limitations are realistic.

Of course there is a broader aspect here. The home teacher's experience case by case permits a wider level of contribution to the community. He may participate in programs of interpretation to the community even if he does not direct them. The objectives of such interpretation are perhaps threefold: to provide information as to available services, to transmit an understanding of the needs and assets of blind persons, and to gain support for needed community action in the field of legislation, expansion or improvement of needed services. We might raise the question here of the home teacher's own pattern of participation in the community. Does his professional identification extend beyond the specialized organizations? Does he participate in general community organizations such as parent-teacher associations and the like? This question might be asked of all home teachers whether sighted or visually handicapped and all social workers. In other words, opportunities exist for both formal and informal interpretation to the community which presents a positive, individualized image of blind persons.

We ought to be alert to fund raising appeals from this point of view. Home teachers have a stake in seeing to it that such appeals do create an appropriate image of blind persons as characterized by dignity and strength as well as need, rather than an image which reinforces the stereotype of helplessness and despair presumed by many to hold for all blind persons. This is a point of view with which you are already familiar. Statements at the Foundation and the AAWB express this principle.

There are other interests beyond interpretation to the community. Social workers have concern for an appropriate range of services and an appropriate level of quality. Moreover, coordination of services rather than wasteful duplication and competition among agencies is important. Social workers know that this situation is not only inefficient, but has unhelpful consequences for blind persons using community services.

As I think over the things I have said hurriedly, I am even more conscious that fundamentally I would say the same things to any group of social caseworkers. Here you see my point of view, or limited viewpoint. Whatever you wish to call it. I do think that the field of attention of the home teacher as that of any social worker necessarily includes both the client and the community, and that the home teacher has a contribution to make at both levels.

IN APPRECIATION OF OUR HOME TEACHERS

Madam President, Mr. Toastmaster, Ladies and Gentlemen:

It has been some time since I have been invited to talk with as important a group in work for the blind as yours, the home teachers, and it is indeed a genuine pleasure. It is my considered opinion that the home teaching profession is perhaps the most important single division of work for the blind in this country. I am quite certain that you very seldom, if ever, get the thanks and commendation to which you are rightfully entitled.

Your work is far more than just home teaching. There is practically no limit to the work of a competent home teacher with many clients. In addition to being a home teacher you are the chief public relations representatives of your agency. The way you conduct yourselves and the work you do either gives the people with whom you come in contact an excellent picture of your agency or gives them a less favorable concept of your agency's purposes.

Our first permanent effort to educate the blind child was undertaken in Massachusetts in 1832 under the skillful direction of Dr. Samuel Gridley Howe. In due time those interested in the education of blind children found that this was only a beginning; they had to do something to create employment, and the workshops for their graduates came into being.

Soon it was discovered that the large majority of the blind population had lost their sight in middle life. In casting around to see what could be done for this large segment of handicapped citizens, the idea of sending workers into the homes was adopted. Shortly thereafter these workers were known as home teachers.

In the beginning they were selected primarily to be of service to the older group, the home-bound; and to persuade parents or guardians of blind children to send them to a residential school for the blind where they could receive an adequate education.

There is some question as to just where home teaching as such began. It would appear that the first legal sanction was in Massachusetts about 1899 but even here an actual home teacher was not employed and put to work until 1900. Prior to this, some attempt was made by individuals or private organizations in several parts of the country to get some instruction for certain individuals. It appears further that the schools for the blind began the home teaching and later these services were transferred to the state agencies for adult work.

One of the first home teachers to be employed was Miss Lydia Y. Hayes, whom I knew quite well. Home teaching in those early days was rough and rugged but even today, in my opinion, it is no bed of roses.

It is interesting to observe that there is creeping into the organized work for the adult blind a theory on the part of some that home teachers should be less concerned with the older blind and should pay more attention to the children and to those falling into the category of the employable. Service to older blind people would be left to volunteers and other less professional groups. This trend, I hope, will not be long-lived.

The greater percentage of our blind are older people and, even if they could see, we would not be able to place them in competitive employment. While it is perfectly true that in many instances you are unable to teach these older people to become self-sustaining, it is also a fact that you can help them to accept their disability gracefully and to assume a useful role in their homes. For many feeling wanted and helpful is even more important than employment.

I have known home teachers on numerous occasions to do such a wonderful job in readjusting the adult blind in their homes that it seemed almost a miracle. Most of you can cite instances where you have been of tremendous help to older people not only in teaching them to do many things to fill idle hours but also in giving them a new outlook on life. Nothing is more important to elderly people than to know that they are wanted and are welcome members of the household.

You who are employed as home teachers have a broad field, embracing not only the actual techniques of instruction in many areas, but also those extra services all of you so willingly offer to the older clients. These might include shopping expeditions, helpful hints for housekeeping, a game of cards or just a friendly visit to bring something new to a shut-in.

I have also heard in the last few years from some administrators the question "Where does the home teaching work belong?" Other administrators contend that all home teachers should be social case workers. In my humble opinion the home teacher belong with the organizations created primarily for work with the adult blind.

I am convinced that if you are first trained as a home teacher, taking social service case work procedure may be helpful and your knowledge will certainly help the social service phase of our work. The organizations for the adult blind accomplishing the most are the ones that have the best, most capable group of home teachers.

In the years I have been engaged in work for and among the visually handicapped, I have seen tremendous progress in all phases of our work. In the beginning agencies for the blind occupied building of little use for anything else. Today practically all of our agencies occupy fine physical quarters.

Services for the visually handicapped are expanding at a rapid rate and more and more programs are being undertaken looking to the prevention of blindness and the restoration of sight. There is very little in the way of rehabilitation, placement, medical attention and social services that are not available to the visually handicapped. It is indeed gratifying to me to observe the tremendous progress work for the visually handicapped has made in the last forty years. I want to say here that I do not believe this progress could have been made had it not been for you -- the capable and dedicated home teachers.

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BIENNIAL CONVENTION

EASTERN CONFERENCE

OF HOME TEACHERS

OF THE BLIND

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1. The first part of the report deals with the general situation of the country and the progress of the war. It is a very interesting and informative account of the events of the year.

2. The second part of the report deals with the military operations of the year. It is a very detailed and accurate account of the fighting and the results of the campaigns.

3. The third part of the report deals with the political situation of the country. It is a very clear and concise account of the events of the year.

4. The fourth part of the report deals with the economic situation of the country. It is a very thorough and complete account of the state of the economy.

5. The fifth part of the report deals with the social situation of the country. It is a very well-written and interesting account of the life of the people.

6. The sixth part of the report deals with the cultural situation of the country. It is a very well-written and interesting account of the life of the people.

7. The seventh part of the report deals with the religious situation of the country. It is a very clear and concise account of the state of the churches.

8. The eighth part of the report deals with the legal situation of the country. It is a very thorough and complete account of the state of the law.

9. The ninth part of the report deals with the administrative situation of the country. It is a very well-written and interesting account of the work of the government.

10. The tenth part of the report deals with the foreign situation of the country. It is a very clear and concise account of the relations with other countries.

11. The eleventh part of the report deals with the financial situation of the country. It is a very thorough and complete account of the state of the finances.

12. The twelfth part of the report deals with the health situation of the country. It is a very well-written and interesting account of the state of the public health.

13. The thirteenth part of the report deals with the education situation of the country. It is a very clear and concise account of the state of the schools.

14. The fourteenth part of the report deals with the labor situation of the country. It is a very thorough and complete account of the state of the labor market.

15. The fifteenth part of the report deals with the housing situation of the country. It is a very well-written and interesting account of the state of the housing market.

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OFFICERS AND EXECUTIVE COMMITTEE

President

Mrs. Evelyn Mecredy
Virginia Commission for the Blind
Visually Handicapped
Richmond - Virginia

Vice-President

Edmund L. Bird
New York Association for the Blind
New York - New York

Secretary

Miss Gladys K. Norman
Penna. State Office for the Blind
Philadelphia (30) Pennsylvania

Treasurer

Roy J. Ward
Virginia Commission for the Blind
Visually Handicapped
Richmond - Virginia

Executive Committee

Mrs. Alice Capondanno
Delaware Commission for the Blind
Wilmington - Delaware

Mrs. Helen Gormann
New Jersey Commission for the Blind
Newark - New Jersey

Miss Ruth Laupheimer
Maryland Workshop for the Blind
Baltimore - Maryland

STANDARD FORM NO. 64

1. The purpose of this form is to provide a means for the collection and dissemination of information regarding the activities of the various departments and divisions of the Government.

2. This form is to be filled out by the head of each department or division.

3. The information should be furnished in a concise and factual manner, and should be based on the best available data.

4. The information should be furnished in a timely manner, and should be updated as necessary.

5. The information should be furnished in a clear and legible manner, and should be free of errors and omissions.

6. The information should be furnished in a format that is consistent with the requirements of the Standard Form No. 64.

7. The information should be furnished in a manner that is consistent with the requirements of the Standard Form No. 64.

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12. The information should be furnished in a manner that is consistent with the requirements of the Standard Form No. 64.

PROGRAM COMMITTEE

Miss Sophy L. Forward
Chairman

Miss Izetta Dollett
Miss Frances Crawford
Mr. Sebastian Demanop

Mrs. Beatrice Chabot
Miss Virginia McDonough

MEMBERSHIP COMMITTEE

Mr. Joseph Perry
Chairman

Mrs. Annie B. Johnson

Mrs. Josephine Luland

NOMINATING COMMITTEE

Mr. Richard Kennen
Chairman

Miss Mary Cherlin

Mr. George McRae

RESOLUTIONS COMMITTEE

Miss Lorraine Berger
Chairman

Mr. Clearman Sutton

Miss Beatrice David

AWARDS COMMITTEE

Miss Ruth Williams
Chairman

Miss Ethel Parker

Mrs. Sarah Wallace

MEMORANDUM FOR THE RECORD

DATE: 11/11/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

SUBJECT: [Illegible]

MEMORANDUM FOR THE RECORD

DATE: 11/11/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

MEMORANDUM FOR THE RECORD

DATE: 11/11/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

MEMORANDUM FOR THE RECORD

DATE: 11/11/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

MEMORANDUM FOR THE RECORD

DATE: 11/11/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK (100-100000)

REGISTRATION

<u>STATE</u>	<u>MEMBERS</u>	<u>VISITORS</u>	<u>TOTAL</u>
Connecticut	3	0	3
Florida	2	0	2
Maryland	5	2	7
Massachusetts	7	3	10
Nebraska	1	0	1
New Jersey	8	2	10
New York	14	6	20
Pennsylvania	10	1	11
Virginia	11	0	11
Rhode Island	<u>2</u>	<u>0</u>	<u>2</u>
	63	14	77

MEMBERSHIP

<u>STATE</u>	<u>RENEWALS</u>	<u>NEW</u>	<u>TOTAL</u>
Connecticut	6	1	7
Delaware	3	0	3
Florida	2	2	4
Maryland	5	1	6
Massachusetts	7	2	9
Nebraska	2	0	2
New Jersey	7	2	9
New York	16	4	20
North Carolina	0	1	1
Pennsylvania	17	5	22
Rhode Island	2	0	2
Virginia	<u>10</u>	<u>3</u>	<u>13</u>
	77	21	98

MINTUES OF BIENNIAL BUSINESS MEETING

EASTERN CONFERENCE OF HOME TEACHERS OF THE ADULT BLIND

Tuesday.....October 16, 1963

President Evelyn Mecredy presided over the regular Biennial Business Meeting which began at 3 p.m.

MINUTES:

Secretary Gladys K. Norman read the minutes of the last Business Meeting held in New York on Tuesday, June 28, 1960, which were approved by a unanimous vote.

TREASURER'S REPORT:

The Treasurer's Report was presented by Mr. Roy Ward, Treasurer, and Home Teaching Supervisor from Virginia. The detailed report appears elsewhere. The report was unanimously approved and Mr. Ward was thanked for his careful stewardship of the funds during the past two years.

PROGRAM COMMITTEE:

Miss Sophy L. Forward, Chairman and Home Teaching Consultant from Pennsylvania, thanked her Committee Members for their splendid service and cooperation.

MEMBERSHIP COMMITTEE:

The Membership Report prepared by Mr. Joseph Perry, Chairman and Home Teacher from Pennsylvania, was read in his absence by the Secretary, Miss Gladys K. Norman. This report showed 15 new members.

<u>State:</u>	<u>Number:</u>
Florida	2
Massachusetts	2
New Jersey	2
New York	4
North Carolina	1
Pennsylvania	5
Maryland	1

At the conclusion of this report our President, Mrs. Evelyn Mecredy, asked members who were not receiving our correspondence to send their current addresses to the Secretary so the correction can be made on the newly created file cards.

RESOLUTIONS COMMITTEE:

Miss Lorraine Berger, Chairman and Home Teacher from Connecticut, presented the Committee Report which was read by Mrs. C. Arnold Anderson, Home Teaching Supervisor from Connecticut. The Report accepted and approved directed the Conference to send letters of appreciation to all speakers and participants in the Convention Program; to the Convention Host, to the Colton Manor Hotel, To Miss Rowena Morse for her many years of service as editor of the Home Teache

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

BY

DR. J. H. COOPER, JR.

1955

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

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Magazine, to Miss Elizabeth Cosgrove for her Study of Home Teachers, and to OUR Division of the Blind, expressing our interest in their training courses. Miss Sophy L. Forward, Home Teaching Consultant from Pennsylvania and Program Chairman, inquired if we could be sure that these resolutions would be carried out.

AWARDS COMMITTEE:

Miss Ruth Williams, Committee Chairman and Home Teacher from New York, reported that Miss Anna Abrams had been selected to receive the 1962 Eastern Conference of Home Teachers Award for her 40 years of distinguished service as a Home Teacher.

NOMINATING COMMITTEE:

Committee Chairman, Mr. Richard Kennen, Home Teacher of Maryland, submitted the following slate of officers for the next Biennium which were read in his absence by the Secretary, Miss Gladys K. Norman.

President: Mr. Edmund L. Bird.....New York
 Vice-President: Mr. Roy J. Ward.....Virginia
 Secretary: Miss Gladys K. Norman.....Pennsylvania
 Treasurer: Miss Fay Callero.....Connecticut

OLD BUSINESS:

There being no old business to report we proceeded to new business.

NEW BUSINESS:

A standing tribute of silence was given for Dr. Francis Cummings who had died just before the Conference. It was moved and seconded that a basket of flowers be sent to the family of Dr. Cummings for the funeral.

Mr. Edmund L. Bird, Vice-President and Home Teaching Supervisor from the New York Lighthouse, reported that he and Mrs. Helen Gromann, New Jersey Supervisor of Home Teachers, had been the speakers at the Atlantic City Lions' Club Meeting this date. The request for the speakers had been sent to the Secretary during the summer of 1962, and Mr. Bird had been requested by the Secretary to be the speaker with Mrs. Gromann representing the Host Agency.

The President presented the request by the Mid-Western and Western Conferences to consider a joint meeting. During the discussion it was revealed some members were afraid that the Eastern Conference of Home Teachers might be dissolved. Many problems would be involved and it was believed some of these problems could be resolved if we used Group III of A. A. W. B. to set up the meeting, tentatively using their officers. Mrs. C. Arnold Anderson, Home Teaching Supervisor from Connecticut, persuasively explained that this was an excellent opportunity for an area in which we might define our status, and that social workers have made tremendous strides during the past five years by their National organization. A motion was made and carried unanimously that we correspond with the Mid-Western and Western Conferences of Home Teachers indicating our desire to have a tentative conference in 1963. The Executive Committee of the Eastern Conference of Home Teachers was authorized by the Membership to negotiate with representatives of the two conferences of Home Teachers to explore the possibility of arranging a National Home Teachers Meeting.

The purposed amendment to Article IV on Dues Past Presidents Shall Have Permanent Paid Up Membership with Full Voting Privileges was defeated as was the Bi-laws Revision Committee. The Membership believed a Bi-law Committee, when required, could be appointed by the President on a temporary basis as had been done in the past.

Mrs. Mary Castonguay, Home Teacher from Massachusetts, spoke about the tremendous amount of work that must be done by the Secretary of our Conference and the fact that no expenses had been authorized for the Secretary to attend Executive Board Meetings during the last two Bienniums. She felt that if a Secretary is willing to assume the responsibilities of this office without any remuneration, that at least expenses should be paid to attend Board Meetings. Mrs. Castonguay then moved that all Secretary expenses should be paid by the Conference to attend Executive Board Meetings if the Agency does not pay them. The motion was carried unanimously.

Mrs. Helen Gromann, Executive Committee Member and Home Teacher Supervisor from New Jersey, raised the question about reviewing the duties of the Host and Program Committees. She felt these duties should be clearly defined and if necessary a Committee be appointed to revise the Bi-laws.

ELECTION OF OFFICERS:

The newly elected officers to be installed after tomorrow morning's session are:

President: Edmund L. Bird.....New York
 Vice-President: Roy J. Ward.....Virginia
 Secretary: Gladys K. Norman.....Pennsylvania
 Treasurer: Fay Callero.....Connecticut

ADJOURNMENT:

There being no further business, the Business Meeting was adjourned by the President, Mrs. Evelyn Mecredy at 4:30 p.m.

Respectfully submitted,

(Miss) Gladys K. Norman
 Secretary

GKN:dar

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the plans for the future.

The second part of the report contains a detailed account of the various projects and the results achieved. It is followed by a summary of the work done and the plans for the future. The report concludes with a summary of the work done and the plans for the future.

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EASTERN CONFERENCE OF HOME TEACHERS
Financial Report
December 31, 1962

Balance on Hand, November 1, 1960 \$1,044.55

Receipts:

93 Memberships	\$ 465.00
1 Associate Membership	3.00
8 Visitors, 1962 Convention	8.00
80 Banquet tickets, 1962 Convention	480.00
Bank Interest	54.79
Total Receipts	<u>\$1,010.79</u>

Balance \$2,055.34

Disbursements:

Publication of 1960 Proceedings	\$ 37.10
Printing	58.15
Officers' Expenses	33.52
Clerical Expenses, Including Postage	103.80
1962 Convention Badges	20.80
Flowers for Dr. Cummings Funeral	15.50
Award Committee Expenses	12.16
Expenses of 1962 Awards Recipient	93.38
1962 Convention, Guest Speaker Expenses	68.34
1962 Banquet Expenses	458.15
Bank Service Charges	7.85
Total Disbursements	<u>\$ 908.75</u>

Balance on Hand, December 31, 1962 \$1,146.59

Division of Funds:

Interest Account	\$ 763.54
Business Account	383.05
Total, Division of Funds	<u>\$1,146.59</u>

Respectfully Submitted,

Roy J. Ward

Roy J. Ward
Treasurer

EASTERN UNIVERSITY OF SCIENCE AND TECHNOLOGY
SCHOOL OF ENGINEERING
DEPARTMENT OF ELECTRICAL ENGINEERING

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Wiederholungsfragen: 1. Was ist die Bedeutung der ...?

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1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

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1. The first part of the document is a list of names and addresses, which appears to be a directory or a list of contacts. The names are written in a cursive script, and the addresses are listed below them. The list includes names such as "John A. Smith", "Mrs. J. B. Jones", and "Mr. C. D. Brown".

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BYLAWS

OF

EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND

ARTICLE I

NAME

The name shall be the Eastern Conference of Home Teachers of the Blind.

ARTICLE II

PURPOSE

The purpose of this organization shall be the advancement of the work of home teaching of the blind in all its phases.

ARTICLE III

MEMBERSHIP

Membership in the Conference shall consist of two classes - Active and Associate - and all applicants for membership shall be approved by the Executive Committee.

- (1) An active member shall be one now or formerly engaged as a home teacher by a recognized agency for the blind in the Eastern part of the United States, or a professional staff member of such a recognized agency which employs or trains home teachers, or a supervisor or assistant in a recognize agency for the blind who may have charge of the work of a home teaching department.
- (2) Any person interested in work for the blind may make application for Associate Membership, and shall have all privileges of Membership, except voting and/or holding office.

ARTICLE IV

DUES

The dues for Active Membership shall be \$5.00 biennially, payable on the first day of the biennium.

The dues for Associate Membership shall be \$3.00 biennially, payable on the first day of the biennium.

The biennium shall begin on January 1 of odd-numbered years and continue through to December 31 of even-numbered years.

THE HISTORY OF THE UNITED STATES

OF THE UNITED STATES OF AMERICA
FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY
JAMES M. SMITH

NEW YORK: PUBLISHED BY
J. B. LIPPINCOTT & CO.

1880

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OF AMERICA

FROM THE FIRST SETTLEMENTS
TO THE PRESENT TIME

BY
JAMES M. SMITH

OFFICERS

The officers shall consist of a President, Vice-President, Secretary, and Treasurer. All officers must be active members of the Eastern Conference of Home Teachers.

ARTICLE VI

EXECUTIVE COMMITTEE

The Executive Committee shall consist of the duly elected officers and three active members appointed by the President from different States, and States other than those represented by the duly elected officers.

ARTICLE VII

STANDING COMMITTEES

There shall be Membership, Program, Nominating, Resolutions, and Awards Committees appointed by the President.

ARTICLE VIII

MEETINGS

There shall be a Biennial Convention of the Eastern Conference of Home Teachers, the time and place to be determined by the Executive Committee. Meetings at other times may be called at the discretion of the Executive Committee.

ARTICLE IX

NOMINATION AND ELECTION

A slate of officers shall be nominated by the Nominating Committee with opportunity given for nomination from the floor. All officers shall be elected at the Biennial Conference by the vote of active members whose current dues are fully paid.

ARTICLE X

TERMS OF OFFICE

All officers shall serve for two years or until their successors are elected or appointed and shall take office January 1st following their election. Members on all Standing Committees shall serve for the Biennium in which they have been appointed.

DUTIES

The President shall preside at all meetings, all special meetings and appoint three additional members to serve on the Executive Committee, appoint the Standing Committees and have interim administrative authority subject to ratification by the Executive Committee.

The Vice-President shall assume all the duties of the President in case of absence or incapacity of the President.

The Secretary shall assume all the duties associated with that office including the collection of dues from the membership, which he shall turn over to the Treasurer.

The Treasurer shall receive from the Secretary all membership dues collected by the Secretary, and shall collect all other income, and shall make disbursements as authorized by the Executive Committee.

The Executive Committee shall consist of three members appointed by the President, whose duties shall be to secure new members and to certify their eligibility.

The Program Committee shall consist of five members appointed by the President and its duties shall be to plan a program for the entire meeting. Plans shall be submitted to the Executive Committee for approval before the Biennial Convention.

The Nominating Committee shall consist of three members appointed by the President whose duties shall be to nominate a slate of officers to be voted on by the regular meeting.

The Resolutions Committee shall consist of three members appointed by the President, and its duties shall be to draw up such resolutions as may be deemed necessary for presentation at the business meeting of the Conference.

The Awards Committee shall consist of three members appointed by the President, whose duties shall be to select an individual for a Biennial Award, who has made an outstanding contribution to Home Teaching as a member, or as one who is eligible for membership in the Eastern Conference of Home Teachers for the Blind.

ARTICLE XII

PARLIAMENTARY AUTHORITY

Except as it may be otherwise provided in these Bylaws, the Conference shall be governed in all its meetings by parliamentary law as contained in Roberts Rules of Order, Revised 1943.

QUORUM

At any Biennial Convention or special meeting of the Eastern Conference of Home Teachers for the Blind, one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Executive Committee, a majority of the Committee shall constitute a quorum.

ARTICLE XIV

AMENDMENTS

These Bylaws may be amended at any biennial meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved by the Executive Committee or proposed in writing and signed by ten members in good standing and provided, also, that the same information has been mailed by the Secretary to each member at least thirty days before a vote is taken.

EASTERN CONFERENCE OF HOME TEACHERS
FOR THE BLIND

MEMBERSHIP LIST - 1961 - 1962

CONNECTICUT

| | |
|-------------------|--|
| ANDERSON, Jean W. | Conn. St. Bd. of Ed. State Office Building, Hartford, Con. |
| BERGER, Lorraine | 111 Inwood Road, Trumbull, Connecticut |
| BIAS, Geraldine | 1 Elmwood Avenue, Norwich, Connecticut |
| CHARNES, Edith F. | 17 Victor Street, Hamden, Connecticut |
| COMMOR, Ethel | R.D. #1 West Suffield, Connecticut |
| JAENICKE, Viela | 30 Quentin Street, Hamden 17, Connecticut |
| IANUZZO, Kathryn | 197 Blue Hills Avenue, Hartford, Connecticut |

DELAWARE

| | |
|--------------------------|--|
| CAPODANNO, Alice Kroeger | 1020 Rodman Road, Canby Park, Wilmington 5, Delaware |
| DEMANOP, Sebastian | 1004 Rodman Road, Canby Park, Wilmington 5, Delaware |
| DURNALL, Ruth | Apt. K-4, Dover Garden Court Apts. Dover, Delaware |

FLORIDA

| | |
|---------------------|---|
| DAVID, Beatrice M. | Apt. 3, 2801 Estrella, Tampa 9, Florida |
| EMANUELE, George J. | P.O. Box 1229, Tampa 1, Florida |
| JACKSON, Jodie | 1912 Cherry Street, Tampa 7, Florida |
| KNACHEL, Robert M. | P.O. Box 4523, Jacksonville 1, Florida |

MARYLAND

| | |
|----------------------|--|
| IAUPHEIMER, Ruth A. | Marylander Apartments, Apt. 331, Baltimore, Maryland |
| PEIRSON, Wm. O., Jr. | Hopkins Apartments, Baltimore 18, Maryland |
| HACKETT, Lemont | 3612 Delverne Road, Baltimore 18, Maryland |
| KENNEN, Richard A. | Marylander Apartments, Baltimore 18, Maryland |
| SEE, Margielie S. | 115 Milton Place, Cumberland, Maryland |
| SUTTON, Clearman | 537 E. Cold Spring Lane, Baltimore, Maryland |
| ZAWATZKY, Antoinette | 4207 37th Street, N.W., Washington D.C. |

MASSACHUSETTS

| | |
|-----------------------|---|
| ARSENAULT, Gerard | 149 Lake Avenue, Worchester, Massachusetts |
| CALLERO, Fay | 200 Newbury Street, Boston, Massachusetts |
| CALLERO, Joseph | 187 Court Road, Winthrop, Massachusetts |
| CASTONGUAY, Mary | 257 Tremont Street, Melros 76, Massachusetts |
| CURRAN, Helena F. | 104 Coburn Avenue, Worchester, Massachusetts |
| CURRAN, Mary I. | 104 Coburn Avenue, Worchester, Massachusetts |
| DUQUETTE, Irene | 1157 Boston Rd. & Sunrise Ave., Springfield 9, Mass. |
| KENNEDY, Jean | 6 O'Leary Way, Jamaica Plain, Massachusetts |
| MacDONALD, Hope | 17 Harding Avenue, Graitree, Massachusetts |
| PARKER, Ethel | 17 Brookfield Road, Andover, Massachusetts |
| WATERHOUSE, Edward J. | 175 North Beacon Street, Watertown, 72, Massachusetts |

NEBRASKA

| | |
|----------------------|--|
| BRINGLE, Alten, A. | 3705 S. 48th Street, Lincoln 6, Nebraska |
| CROSS, Cheter Gerald | 3705 S. 48th Street, Lincoln 6, Nebraska |

NEW JERSEY

| | |
|--------------------|---|
| DELLETT, Izetta | Apt. 64 B, Pleasantville Apartments, Pleasantville, N. J. |
| DICKINSON, Frances | 595 W. Main Street, Rockaway, New Jersey |
| GROMANN, Helen M. | 1100 Raymond Boulevard, Newark 2, New Jersey |
| HARTFORD, Mildred | 157 Hallstead Street, East Orange, New Jersey |
| IODICO, Mary Grace | 26 Tyler Street, Trenton, New Jersey |
| LULAND, Josephine | 105 N. 9th Street, Newark, New Jersey |
| RIGG, Ruth | 77 Miller Road, Norristown, New Jersey |
| SORENSEN, Edna | 652 Salem Avenue, Elizabeth, New Jersey |
| WOODWARD, Louise | 327 Hughes Avenue, Gloucester, New Jersey |

NEW YORK

| | |
|----------------------|---|
| ABRAMS, Anna M. | 181 Sweezy Avenue, Freeport, New York |
| BIRD, Edmund L. | 2781 Pond Place, Bronx 58, New York |
| CAMPBELL, Peter | Guiding Eyes For The Blind, York Town Heights, New York |
| CHABOT, Beatrice | 52 Highland Avenue, Tarrytown, New York |
| CLARK, Eve | 121 E. 31st Street, New York, New York |
| DRAPER, Kathryn | 312 Laurens Street, Olean, New York |
| DUDLEY, Thora | 959 E. 217th Street, Bronx 69, New York |
| FERRANTE, Nicholas | 111 E. 59th Street, New York 22, New York |
| GILPIN, Joy | 285 Schermerhorn Street, Brooklyn 17, New York |
| Mc DONOUGH, Virginia | 270 Broadway, New York 7, New York |
| McKay, Evelyn | 112 E. 19th Street, New York 3, New York |
| PATTERSON, Prudence | 10 Franklin Avenue, Gingham 10, New York |
| RIZZO, Santa | 2538 35th Street, Astoria, New York |
| ULREI, Thelma | 248 Linwood Avenue, Buffalo, New York |
| VIENI, Fred | 57 Willoughby Street, Brooklyn 1, New York |
| WILLIAMS, Ruth E. | 173 Hamilton Avenue, Albany, New York |

NORTH CAROLINA

| | |
|-------------------|--|
| JOHNSON, Annie B. | 621 Acorn Street, Burlington, North Carolina |
|-------------------|--|

PENNSYLVANIA

| | |
|-----------------------|--|
| ALLWEIN, Herman | 1419 Laketon Road, Pittsburgh 21, Pennsylvania |
| ALLWEIN, Laverne | 1419 Laketon Road, Pittsburgh 21, Pennsylvania |
| ANDERSON, Herbert L. | 506 W. Walnut Street, Lancaster, Pennsylvania |
| ANGELIS, Edward M. | 15 B Hill Top Manor, Scranton 5, Pennsylvania |
| BOYER, Blanche | 328 Walnut Street, Johnstown, Pennsylvania |
| BURR, Helen | 446 Hale Avenue, Harrisburg, Pennsylvania |
| CAMPBELL, Martha | 2530 A. Lambert Street, Philadelphia, Pennsylvania |
| COLLINS, Dorothy | 116 Hampden Road, Upper Darby, Pennsylvania |
| CRAWFORD, Margaret N. | 447 S. 57th Street, Philadelphia, Pennsylvania |
| DAVIDSON, Arline | Rear- 9 Rosemont Avenue, Lewistown, Pennsylvania |
| DAVIS, Josephine | 100 W. 15th Street, Chester, Pennsylvania |
| DUTKO, Thelma | 2602 E. Cumberland Street, Philadelphia 25, Pennsylvania |
| FORARD, Sophy L. | 1603 N. 2nd Street, Harrisburg, Pennsylvania |
| GIDEON, Henry (Mrs.) | 225 S. 3rd Street, Philadelphia, Pennsylvania |
| MURRAY, George | 140 Pennsylvania Avenue, Garden City, Chester, Penna. |
| NORMAN, Gladys K. | 113 Roberta Avenue, Collingdale, Pennsylvania |
| PERRY, Joseph C. | East Brady Street, Ext., Butler, Pennsylvania |
| PHILLIPS, Arlene | 35 E. Union Street, Wilkes-Barre, Pennsylvania |
| PORTER, Ann | 309 N. Franklin Street, Washington, Pennsylvania |
| SCROBE, Livia | 1341 Vernon Street, Harrisburg, Pennsylvania |
| SCHROYER, Anna Marie | 17 E. 3rd Street, Lewistown Pennsylvania |
| WIEGLE, Frieda | 111 Old Lancaster Road, Bala Cynwood, Pennsylvania |

RHODE ISLAND

CHERLIN, Mary
CROSSMAN, Evelyn

271 Potters Avenue, Providence 5, Rhode Island
197 Whittler Avenue, Providence 9, Rhode Island

VIRGINIA

BRANHAM, Irene E. 618 Sparrow Road, Norfolk 19, Virginia
COLE, Gladys 405 Washington Street, Lynchburg, Virginia
COLEMAN, Virgil 2740 Avenel Avenue, S.W., Roanoke, Virginia
CRAWFORD, Frances 5823 N. Washington Boulevard, Arlington, Virginia
DIGGS, Virginia 3003 Parkwood Avenue, Richmond, Virginia
EPPA, Helen 508 St. James Street, Richmond, Virginia
JOHNSON, Helen H. 156 Virginia Avenue, Danville, Virginia
JOINER, Milvin 3003 Parkwood Avenue, Richmond, Virginia
MC CREADY, Evelyn 2429 S. Jefferson Street, Roanoke, Virginia
PARKER, William T., Jr. 4630 Washington Avenue, Newport News, Virginia
TUCKER, Franklin 508 St. James Street, Richmond, Virginia
WALLACE, Sarah G. 3315 Coryell Lane, Alexandria, Virginia
WARD, Roy 3003 Parkwood Avenue, Richmond, Virginia



MEMBERSHIP COMMITTEE REPORT

As you know, the membership is composed of three members. Serving with me are Miss Josephine Luland and Mrs. Annie B. Johnson.

Our first problem was to screen out the names of prospective members. We began by consulting the latest issue of the A. A. W. B. proceedings and obtained a list of home teachers in our region. We then compared this list with our own roster. With the help of Mrs. Mecredy, our president, and Miss Norman, our secretary, lists of home teachers working for the various state agencies were procured. These lists were also compared with our own roster.

Unfortunately, we did not hear from all of the states. However, approximately 75 membership applications were sent out to prospective members. To date, we have received dues from 15 new members; 1 from Florida; 2 from Massachusetts, 2 from New Jersey, 4 from New York, 1 from North Carolina, 4 from Pennsylvania and 1 from Washington, D. C. It was our hope that we could gain a better foothold in our Southern states, but this was not the case. Perhaps consideration should be given to the feasibility of holding our next conference in one of these states. I believe that this might give home teachers in that area more incentive to join our organization.

At this time, I would like to thank my two colleagues, Miss Luland and Mrs. Johnson, for serving with me on the committee. A vote of thanks should also go to Mrs. Mecredy and Miss Norman for their invaluable assistance in facilitating our work.

It was my sincere desire to attend the conference this year, but once again, unavoidable circumstances forced me to cancel my plans. May I extend to everyone my best wishes for a successful meeting.

Respectfully submitted

Joseph Perry

Chairman

Membership Committee

THE HISTORY OF THE

REIGN OF THE EMPEROR OF THE EAST

OF THE GREAT MONGOL EMPIRE

OF THE GREAT MONGOL EMPIRE

OF THE GREAT MONGOL EMPIRE

OF THE GREAT MONGOL EMPIRE

OF THE GREAT MONGOL EMPIRE

Lorraine Berger, Chairman
 Beatrice David
 Clearman Sutton

Colton Manor Hotel
 Atlantic City, N. J.
 October 16, 1962

Report of Resolutions Committee

Eastern Conference of Home Teachers

Resolution 1

Whereas, we the Eastern Conference of Home Teachers of the Blind have enjoyed most comfortable and convenient accommodations, as well as delightful entertainment here in Atlantic City during our 19th biennial convention, be it resolved that a note of thanks be written to our host, the New Jersey Commission for the Blind, for their hospitality and devoted efforts in behalf of this convention.

Resolution 2

We are indebted to the Volunteer Services, Inc. of Philadelphia for the brailing of our programs. It is recommended, therefore, that the secretary of this conference be requested to express our gratitude to the volunteer organization for its contribution to our convenience and pleasure.

Resolution 3

It is also recommended that our thanks be extended to Captain Starns for his courtesy and that of his associates, to the members of our convention.

Resolution 4

Whereas, Miss Rowena Morse has completed twenty-five years of dedicated service of the Home Teachers Magazine, it is suggested that this Conference extend greetings to her and an expression of appreciation for a job well done. She has given the magazine professional status and over the years it has been a source of valuable information and inspiration to home teachers throughout the country.

Resolution 5

It has also been resolved that this Conference extend a note of recognition to Miss Elizabeth Cosgrove for her comprehensive and informative report on the subject of home teaching throughout the United States. We feel that her findings will motivate much progressive action in the field of home teaching.

Resolution 6

Whereas, Home Teachers fulfill a unique and highly specialized in-service socio-educational role in the rehabilitation of blind persons, and whereas, continuing in-service training for all professional workers is essential for their maximum performance both with clients and co-workers, therefore, be it resolved, the Eastern Conference of Home Teachers of the Blind appreciatively commends the Office of Vocational Rehabilitation for providing the institute for home teachers of the blind conducted September 9th through 14th, 1962 under the sponsorship of New York School of Social Work, Columbia University, and recommends that comparable in-service training for home teachers be made available regularly.

AGENDA

Registration .. Colton Manor Hotel .. 6-8 P.M.

Sunday, October 14, 1962

OPENING SESSION .. Terrace Room - 8:15 P.M.

Chairman Mrs. Helen Gromann, Supervisor of Home Teaching
New Jersey Commission for the Blind, Newark, New Jersey

INVOCATION The Reverend John W. Erwin, Pastor
First Baptist Church, Atlantic City, New Jersey

ADDRESS OF WELCOME Honorable Joseph Altman, Mayor
City of Atlantic City

ADDRESS OF WELCOME George F. Meyer, Executive Director,
New Jersey State Commission for the Blind
Newark, New Jersey

GREETINGS FROM A CHARTER MEMBER Evelyn C. McKay, Director
McKay Associates, N.Y.C.

The Conference Theme

THE HOME TEACHER'S ROLE WITH PERSONS WHO ARE BLIND
MEMBERS OF THE COMMUNITY

Mrs. Evelyn Macredy, President
Eastern Conference of Home Teachers
of the Blind

SOCIAL HOUR

Monday, October 15

Registration :: 8:30 A.M. - 5:00 P.M.

GENERAL SESSION .. Terrace Room - 9:00 A.M.

Announcements Gladys Norman, Secretary,
Eastern Conference of Home Teachers

Chairman Sophy L. Forward, Consultant on Home Teaching
Office for the Blind, Pennsylvania Dept. of Public Welfare

UNDERSTANDING THE CLIENT Genevieve Ryan, A.C.S.W.
Administrative Supervisor, Department of
Child Care, Catholic Charities
Archdiocese of New York

SEEKING AND USING RESOURCES IN THE COMMUNITY -

Hope Thompson, Director, Dept. of Social Work
Temple University School of Medicine and Hospital
Philadelphia, Pennsylvania

DISCUSSION PERIOD

Assignment of Members to Workshops I, II, & III - 11:30 A.M.

LUNCH

GENERAL SESSION -- Terrace Room - 1:30 P.M.

Chairman Mrs. Beatrice Chabot, Home Teacher
New York Association for the Blind

INTERVIEWING - Prelude to Workshops

| | |
|--|-------------------------------|
| William L Generette | Anita Nicholson |
| Supervising Consultant on | District Consultant |
| Community Services for the | Medical-Social Rehabilitation |
| Commission for the Blind | New Jersey Dept. of Health |
| New York State Dept. of Social Welfare | Trenton, New Jersey |

Hope Thompson, Director
Department of Social Work
Temple-University School of
Medicine and Hospital
Philadelphia, Pennsylvania

LEADERS AND RECORDERS

Workshop I: Room A: Leader: William L. Generette
Recorder: Mary Grace Lodico, Home Teacher
New Jersey State Commission for the Blind

Workshop II: Room B Leader: Anita Nicholson
Recorder: Thelma Uirey, Home Teacher
New York State Commission for the Blind

Workshop III: Clubroom: Leader: Herman Allwein, Home Teacher
Pittsburgh Branch, Pennsylvania
Association for the Blind

GENERAL SESSION -- Terrace Room

Workshop Summaries and Conclusions -- 4:15 P.M.

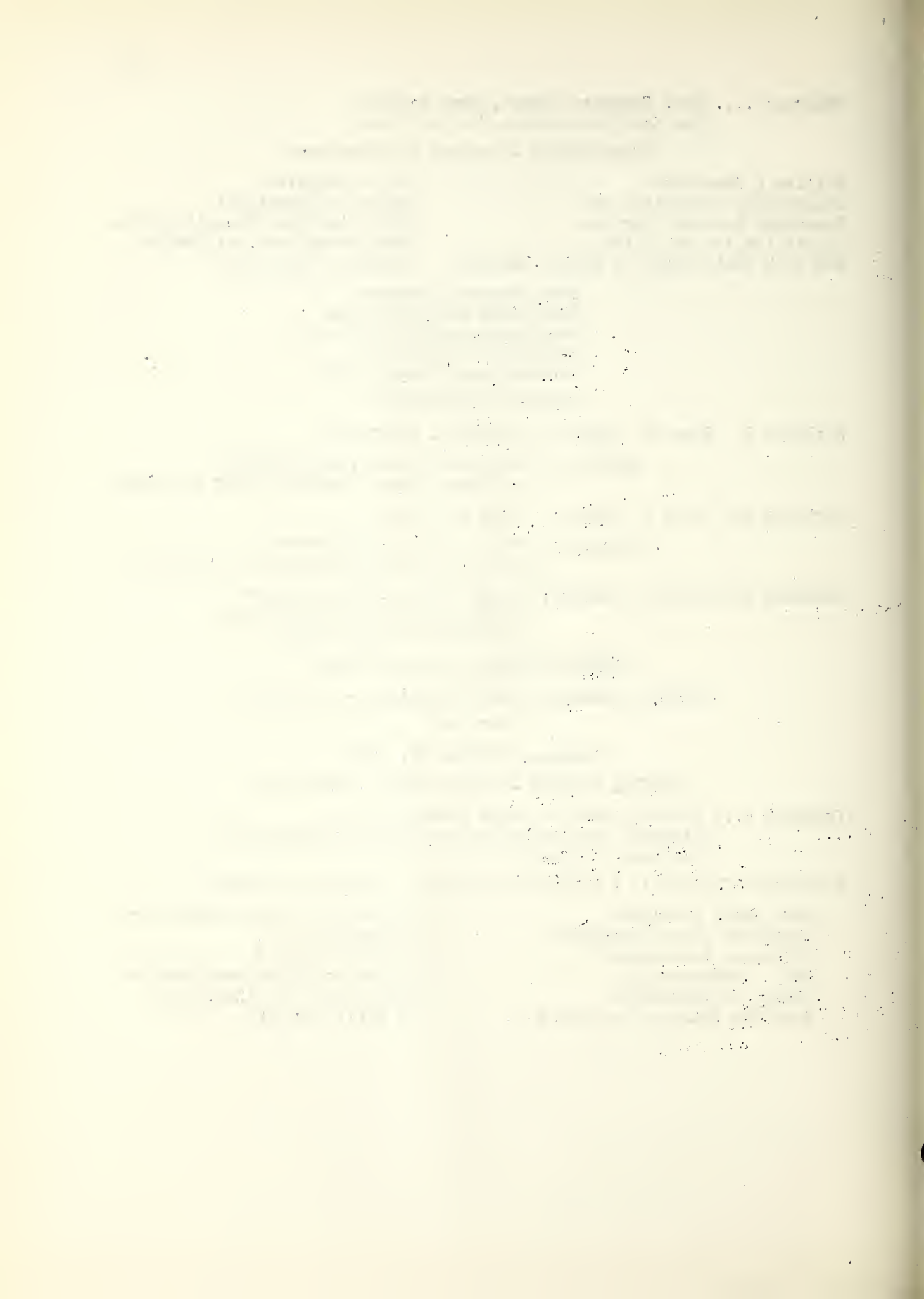
Tuesday, October 16, 1962

GENERAL SESSION - Terrace Room - 9:00 A.M.

Chairman Frances Crawford, Home Teacher
Virginia Commission for the Visually Handicapped
Richmond, Virginia

VOLUNTEER SERVICES AS A COMMUNITY RESOURCE - Prelude to Workshop

| | |
|-----------------------------|---------------------------------|
| Mrs. Ralph Doubleday | National Red Cross Headquarters |
| Volunteer Field Consultant | Washington, D. C. |
| Millburn, New Jersey | Mrs. Jane Schwarz |
| Mrs. Frederick Lege | Director of Volunteer Services |
| Office of Volunteers | Jewish Guild for the Blind |
| American National Red Cross | New York, New York |



LEADERS AND RECORDERS

Workshop I: Room A; Leader: Mrs. Ralph Doubleday

Recorder: Richard Kennen, Home Teacher
The Maryland Workshop for the Blind
Baltimore, Maryland

Workshop II: Room B: Leader: Mrs. Frederick Lege

Recorder: Beatrice David, Home Teacher
Florida Council for the Blind
Tampa, Florida

Workshop III: Clubroom: Leader: Mrs. Jane Schwarz

Recorder: Joy Gilpin, Home Teacher
Department for the Handicapped
Brooklyn Bureau of Social Service and
Children's Aid Society
Brooklyn, New York

GENERAL SESSION -- Terrace Room

Workshop Summaries and Conclusions -- 11:15 A.M.

LUNCH

GENERAL SESSION -- Terrace Room - 1:30 P.M.

Chairman Mrs. Evelyn Mecredy, President
Eastern Conference of Home Teachers of the Blind

WHO HAS DONE WHAT ABOUT HOME TEACHING SINCE THE STUDY, HOME TEACHERS
OF THE ADULT BLIND WAS PUBLISHED?

Elizabeth Cosgrove, Director
Home Teacher Training Project
American Association of Workers for the Blind, Inc.

REPORT OF COMMITTEE OF HOME TEACHING SUPERVISORS

Mrs. Jean Anderson, Supervisor of Home Teachers
Connecticut Board of Education of the Blind
Hartford, Connecticut

BUSINESS MEETING -- 3:00 P.M.

BANQUET -- Terrace Room

7:00 P.M.

TOASTMASTER Joseph Kohn, Assistant Executive Director
New Jersey State Commission for the Blind
Newark, New Jersey

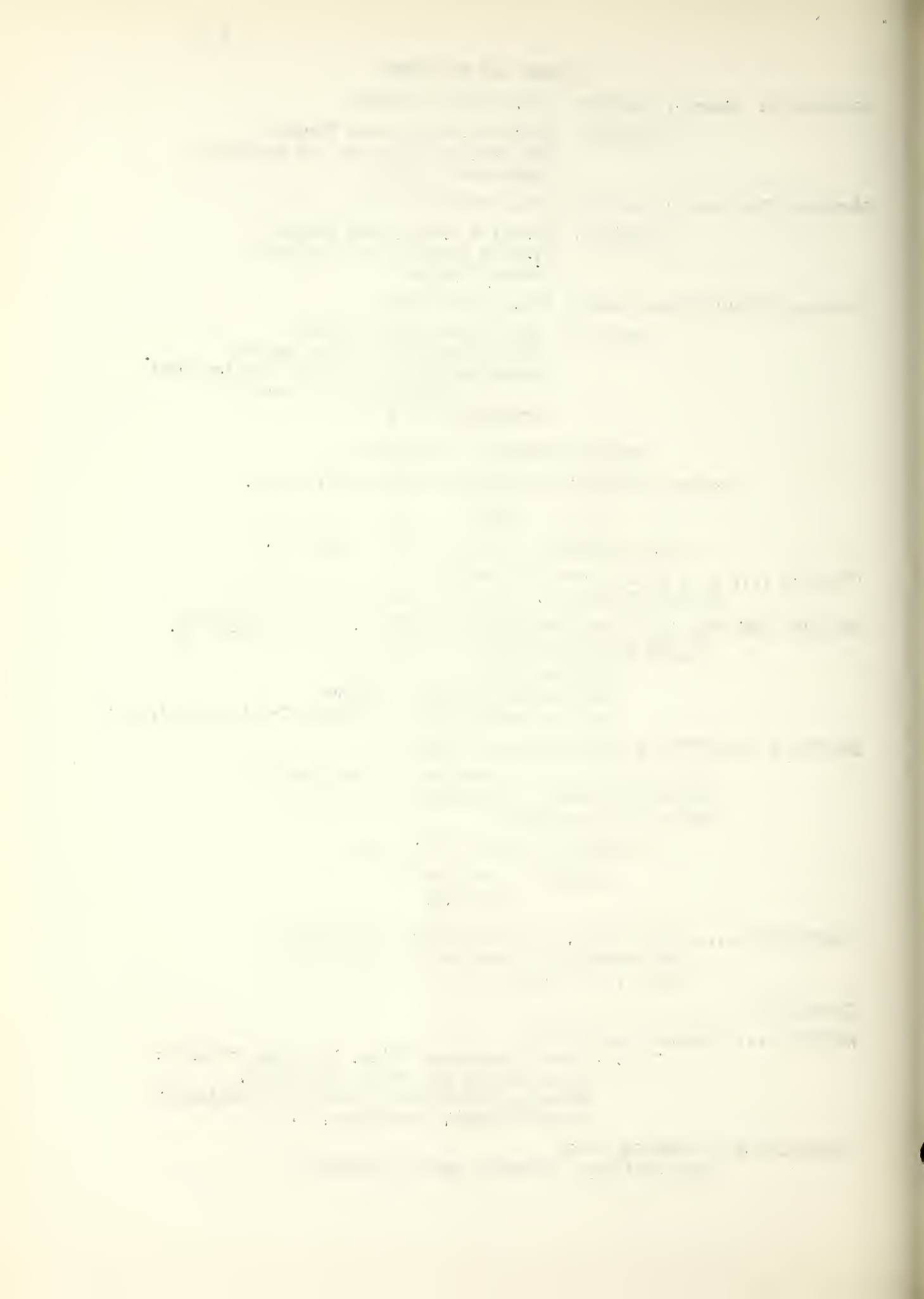
INVOCATION

ADDRESS Teachers as Teachers

C. W. Bledsoe, Assistant Chief, Division of Services
to the Blind, Department of Health,
Education and Welfare, Office of Vocational
Rehabilitation, Washington, D.C.

PRESENTATION OF SERVICE AWARD

Ruth Williams, Chairman, Awards Committee



Wednesday, October 17

GENERAL SESSION -- Terrace Room - 9:15 A.M. -- 12 Noon

Chairman -- Roy Ward, Supervisor of Home Teaching
Virginia Commission for the Visually Handicapped
Richmond, Virginia

SERVICES TO AGING -- TODAY AND TOMORROW

Mrs. Eone Harger, Director, Division on Aging
New Jersey Department of State
Trenton, New Jersey

THE NEW GENERATION OF OLDSTERS

Frederick C. Lindberg, Director
Rehabilitation & Social Service
Department of Public Welfare, Office for the Blind
Harrisburg, Pennsylvania

DISCUSSION PERIOD

REPORT HOME TEACHERS PART OF THE TEAM OF A REHABILITATION
CENTER

William F. Gallagher, M.S.W.
Director of Rehabilitation
Greater Pittsburgh Guild for the Blind
Pittsburgh, Pennsylvania

INSTALLATION OF OFFICERS

1891

ANNUAL REPORT

OF THE

COMMISSIONERS OF THE LAND OFFICE

FOR THE YEAR 1891

ALBANY, N. Y.

1892

PRINTED BY THE STATE PRINTING OFFICE

ALBANY, N. Y.

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Genevieve Ryan, A. C. S. W.
 Administrative Supervisor
 Department of Child Care
 Catholic Charities
 Archdiocese of New York and
 Program Consultant, Catholic Charities,
 Worcester, Massachusetts

UNDERSTANDING THE CLIENT

Understanding the client is perhaps one of the most challenging and at the same time rewarding experiences that anyone in the helping professions can have. It is through understanding that relationships are established, and relationship provides the foundation upon which service can be given most effectively. It is because you, home teachers of the blind, have a very special service to offer those so handicapped, that it is extremely important for you to understand those whom you serve. Your knowledge and understanding of people will determine in great part your effectiveness in providing help and your knowledge and understanding of people will help you bear the trials and frustrations that come from those who may not want your service.

Blindness is one of the earliest known handicaps and the history of the education of blind children in the United States dated back to 1831. From that time until the present modern science has contributed greatly to our understanding of the causes of blindness and has offered preventive and remedial services and programs to off set this handicap. The behavioral sciences too have made a tremendous contribution to our knowledge of people and the different ways different people react to a handicap such as blindness. They tell us that there is rarely such a thing as a single disability, for every handicap whatever it be, mental, physical, psychological brings with it accompanying problems. Over emphasis on one aspect of the disability may lead to distortion in another area of the persons personality. It is for this reason that when we are working with the blind that we must be mindful of the whole person.

Blindness is one of the physical disabilities that by its very nature requires the services of others. The visually impaired person may react in many ways to his dependency needs depending upon his personality and the opportunities for constructive growth and development that have been provided him. The absence of and/or limited opportunities for wholesome growth may result in the blind person resenting the need he has to accept help from others, or he may accept help to a degree that may be beyond that which is necessary.

THE CLIENT

We might begin our deliberations this morning by asking ourselves who is our

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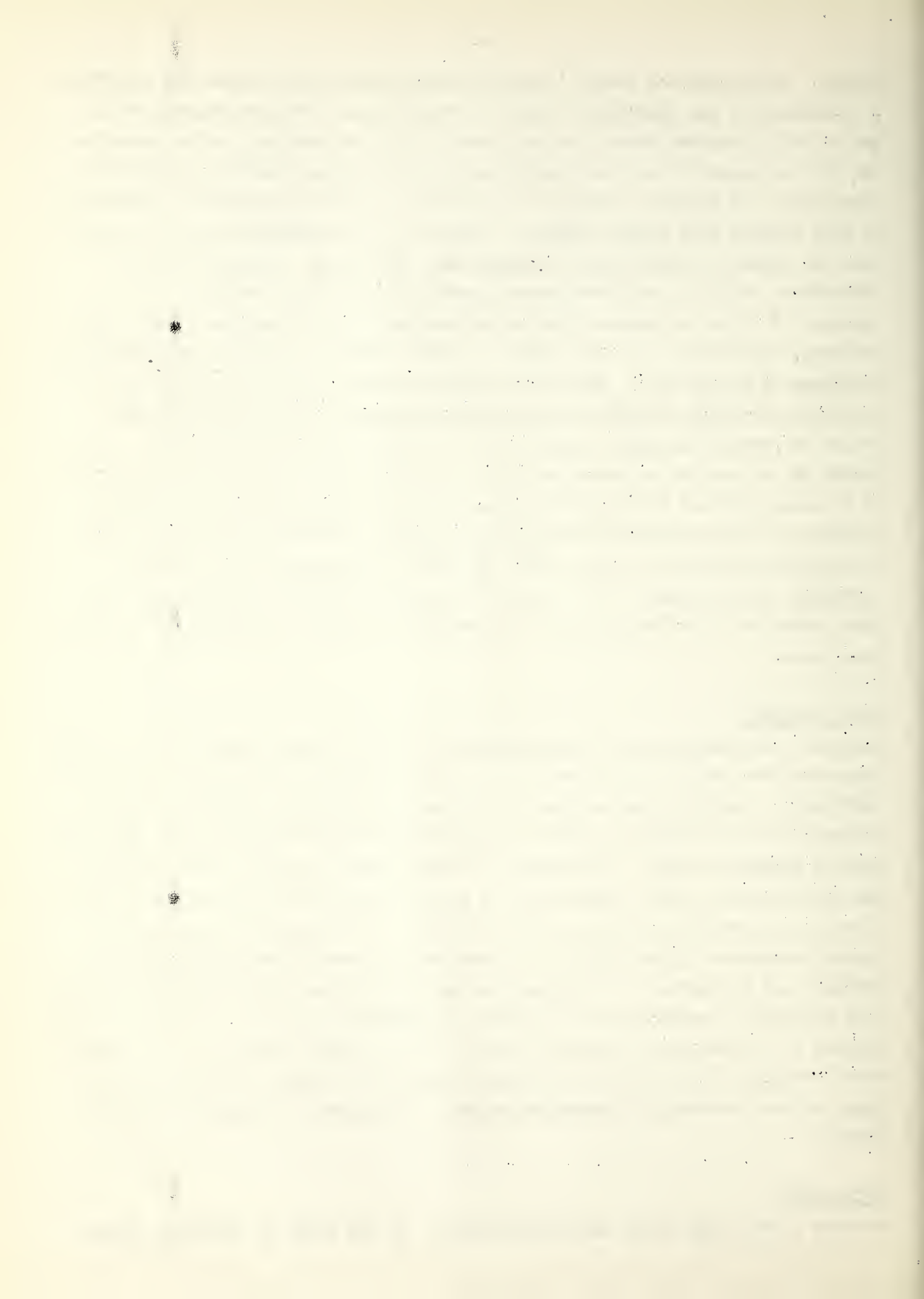
client? The Conference theme, "The Home Teachers Role With Persons Who Are Blind - - Members Of The Community," sets the stage for us. Our particular client is the visually impaired person who is in need of special training and/or education who for one reason or another cannot make use of existing community educational facilities. We generally think of the client as the person asking for something, or some service from another person. Inherent in this definition is the concept that the client is asking for a service, wants this help. "Wanting" implies motivation, and it is only the person so motivated that will make use of our service. I think it important for us to understand this principle. Frequently our zeal, our desire to be of service to others drives us faster than our clients readiness to accept help. This does not mean, however, that you do not do everything possible to stimulate and motivate people to accept help; but the desire to receive help must be present if our labors are to be fruitful. Before we can come to an understanding of our blind client we must know him first as a person; created by God different and distinct from any other human being. Too often in our feavorish attempt to be of service, we become preoccupied with the clients disability and never come to know his personality, his potential strengths and weaknesses. It is only as we come to know the whole person, and this takes time. that we can help this individual achieve his particular degree of excellence.

SELF KNOWLEDGE

Knowledge and human nature and its potential for growth and development is a first step along the road to understanding our client, and the second step, knowledge of one's self. People in the service professions can become so absorbed in doing for others and in "changing others," that they may become blinded to the need they have to understand self. The tendency of human beings to project their feelings and attitudes upon other human beings is a fact that has to be known and understood if we are to provide objective service to others. As teachers in the field of special education to the blind, it is important for you to understand your own feelings and attitudes. The way you feel about blindness will determine in great part the kind of support you will be able to provide your client. People usually respond to blindness with feeling of pity, but the blind person is going to need more than pity if he is to surmount his handicap and achieve a full life; he is going to need the kind of understanding that sees beyond the disability to the person.

INTEGRATION

We hear a great deal today about integration. In the field of education oppor-



tunities are being provided in increasing numbers for the integration of the blind child into existing community school facilities. This trend has provided an opportunity for more people to become acquainted with the blind, who heretofore have been educated in special schools of their own and isolated from their seeing peers. Integration has also given the young blind child an opportunity to find his place in a "seeing world" at an age when social, educational adjustments are made most easily. He has been able to take advantage of everything his community has to offer him or any other child, with supplementary services built in as need dictated. As we come more and more to understand the importance of early childhood formation and its relationship to adult life adjustment we understand how enriching an integrated program can be, not only to the blind child but to the sighted child as well.

CONCLUSION

I have tried in my comments to impress you with the importance of understanding self and others if we are to make our services to our clients worthwhile. It is only as we grow in understanding of ourselves and others that we attain the fullness of living; and it is the overflow of "fullness" that we share with others. As we grow in depth we come to understand that all human beings experience handicaps of one kind or another at sometime in their life, whether these be physical, psychological, social, or emotional. It is as we reach this stage of maturity that we understand that it is not the gravity of the handicap that matters but our ability to face it and master it, for love of God and neighbor.

Leader: Anita Nicholson, District Consultant, Medical Rehabilitation,
New Jersey Department of Health, Trenton, New Jersey

Recorder: Mary Grace Lodico, Home Teacher, New Jersey Commission for the Blind,
Newark, N. J.

APPROACHING THE CLIENT

The Initial Interview

An old quotation goes as follows: "Good hearing is soothing to the heart." For an interview there must be two people. It is not just conversation; someone must lead it. For an informal interview, no equipment is used. However, for a formal interview, there must be preparation, there must be a purpose, and there must be a specific objective. For a professional interview, the interviewer takes responsibility for its direction.

In a beginning interview, it is wise to notify the person who is going to be interviewed, as there is an invasion of privacy without this. The interview should be directed to the client and ~~not~~ to someone else in the room.

In the total interview, good listening is essential, and good hearing of what is said is even more essential. The interviewer must take his time during the interview, as it is very important to go at the client's speed. The interview should be done at the client's tempo and not at the tempo of the interviewer. He should be sensitive to what the client wants, and be careful always to let the client know that he is there, not only physically but mentally. Don't let the client think you're impatient, but give him time to express his feeling about what is concerning him. The interviewer's first concern should be that the client hears and understands what is being said. He may have many problems; physical, mental, and emotional.

Time can be either constructive or destructive, depending upon how it is used. In ending the interview, one should be aware of whether anything has been over-looked. There should be a continuity between visits, and the client should realize the reasons for these visits.

The worker who is a home teacher should consider what had been done by the client before he lost his sight. Such things as marked tape measure, braille watches, and telephone dials can be most helpful at this point.

The client should know that the worker will return, why the worker is returning and when the worker will return.

Leader: William Generette, Supervisor, Community Services,
New York State for the Blind

Recorder: Thelma Ulrey, Home Teacher, Community Service, New York Commission for
the blind.

IMPLEMENTING SERVICES

There were 22 persons present with 2 or 3 working in private agencies and the remainder with public agencies. Most of them worked with children.

It was agreed that case work is inherent in Home Teaching with understand listening basic to the work. Without this, communication between client and worker is not possible. Many times, visits consist of nothing but listening on the part of the worker. Receptivity and acceptance of the client by the worker is interpreted by the worker's listening.

Along the same line is the necessity of the worker's meeting the client where he is, not where the worker thinks he should be. If the worker understand himself, this will be possible.

Much time was spent discussing whether or not blindness is an advantage to the worker. It was agreed that the client should be told the worker is blind, but this should not be discussed. It might be considered as a threat to the client who thought he might not be able to measure-up to worker's performance. However, there could be times when a shared experience might be of value.

Many present did not think it good policy to make appointments in advance. It is cold and impersonal. The majority of the workers did not seem to work by appointment. However, those who did, believed it an invasion of privacy to do otherwise. There was not agreement.

Everyone had had the experience of having other members of the household interfere with interviews and client's expression, necessitating preliminary work with the family. Sometimes it can be overcome by pointing questions directly to the client. However, if there is resistance on the part of family, exploration of reasons must be done.

Control of interview by the worker was agreed to be necessary. Too much revealed too soon could easily postpone or even prevent acceptance of service by the client.

Identifying information is of secondary importance. A good rapport should be the first consideration.

Discussions were lively and participation general. Agreement was reached on few subjects, but even so, some new aspects were gained by all. All felt that worker must be flexible in most areas, and individuality of the client must be first consideration.

Herman Allwein, Home Teacher
Pittsburgh Branch, Pennsylvania Association
for the Blind
Pittsburgh, Pennsylvania
Effecting Better Referrals

Our group began by discussing referrals we have received and the types of information which have proved useful to us. Some members said that they were satisfied to receive the client's correct name and address, since most other information turned out to be full of error. We all recognized the need to be on guard against the tendency to swallow whole other peoples evaluations of our clients, particularly when evaluations came from laymen. It was agreed, however, that in general the more information we received the easier our job became. Among the items which the group thought were important in any referral were the following: name, address, age, eye information, family situation, income and work experience. One member emphasized the importance of promptness in referral by stating that the client should be referred while he is still alive. We all agreed that mimeograph referral forms are seldom adequate and that a covering letter should be included. Many times in our discussions the importance of personal contact between agencies was stressed as a basis for good referrals. One member stated that if she was personally acquainted with the worker making the referral she would get any information she needed. It became increasingly clear that what we expected in referrals from other agencies to us was what they had a right to expect from us, and that the referral process properly handled could be another valuable method of educating the public about the work of our own agency.

Our group also spent much time in considering the barriers to good referrals which exist within the client and in worker making the referrals. We recognized that the principles of good interviewing are just as important in the referral process as they are in other phases of our contact with the client. Clients right of self determination must never be infringed, though it is our duty to provide him with as much information as possible so he can make the choice which seems to be the best. We as workers must not undertake to judge our clients, since we may never get a full appreciation of their feelings toward the particular situations. It is important for us to realize that all behavior has meaning even if we cannot understand it, and that the client's reluctance to accept if we knew them. For this reason we felt that every effort must be made to have the client express his real feelings about referral.

Much time was also devoted to discussing the confidential nature of the information we get from the client and the importance of passing it along only to people who are qualified to use it and only with the consent of the client. We also discussed the possibility that certain information might be detrimental to the referral process and should not be passed along, particularly if it were not

pertinent to the client's present situation. We were not able to explore this subject very far however, and so did not come to any very firm conclusion about just when we were justified in withholding information.

Our group also felt that it was important to prepare the client for the actual mechanics of referral. We discussed this particularly as it referred to the client entering the hospital clinic. We felt that he should be prepared for the waiting which seems to be part of such visits, and that we should help him plan for travel to and from the clinic. We recognized that this was a difficult problem which had not yet been completely solved, and that it was part of our responsibility to continually point out to hospitals that our clients may need some extra help in getting around in a large unfamiliar environment.

It was agreed that the adequacy of our referral depended in part on the adequacy of the resource to which we are referring, and that we and our agencies must continually fight to see that these gaps in service are closed.

Finally our group talked about its own feeling in referring clients. There is a tendency to regard referral as an admission of failure, a surrender to the belief that our services can no longer help the client. In reality the referral may be the means of making our services more effective. We also find that some times we have formed too strong an attachment to the client. This excessive liking for a client can be just as dangerous as excessive dislike when it comes to making proper referrals.

Limited time did not permit us to pursue this topic nearly as far as we might have wished. We all agreed, however, that this phase of our discussion was most important, referral must be a **bridge** over which the client can pass without obstacles.

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

In the second part we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β . In this case the system of equations (1) can be written in the form

$$\begin{cases} x'' + p(x)y' + q(x)y = 0 \\ y'' + r(x)x' + s(x)x = 0 \end{cases} \quad (2)$$

where $p(x)$, $q(x)$, $r(x)$ and $s(x)$ are functions of x only. In this case the system of equations (2) can be written in the form

$$\begin{cases} x'' + p(x)y' + q(x)y = 0 \\ y'' + r(x)x' + s(x)x = 0 \end{cases} \quad (3)$$

where $p(x)$, $q(x)$, $r(x)$ and $s(x)$ are functions of x only. In this case the system of equations (3) can be written in the form

$$\begin{cases} x'' + p(x)y' + q(x)y = 0 \\ y'' + r(x)x' + s(x)x = 0 \end{cases} \quad (4)$$

where $p(x)$, $q(x)$, $r(x)$ and $s(x)$ are functions of x only. In this case the system of equations (4) can be written in the form

SUMMARY OF TALKS AND WORKSHOP ON VOLUNTEER SERVICES AS A COMMUNITY RESOURCE

This morning our workshop is centered around one of the most effective and useful resources that the community has to offer on behalf of the client--that of volunteer services. We are well aware that this subject is controversial, since many programs and agencies that serve the blind have yet to discover the value and effectiveness of volunteer work as a part of home teaching services. With this in mind, we have designed our workshop to explore some of the practical methods of locating, developing, and utilizing services in the local community. We have also allowed ample time to discuss some of the reasons why home teachers are apprehensive and agencies reluctant to take full advantage of this valuable resource.

The three principal themes to be covered in the group sessions are:

1. The effective use of volunteers as a community resource on behalf of the client
2. The availability of volunteer resources in the local community
3. Problems and pitfalls

Each group will be following exactly the same outline. We have with us three excellent group leaders with exceptional experience in volunteer work who will serve to stimulate and moderate the discussion. We hope that you will participate freely in the group sessions that follow and that many of your questions will be answered concerning work with volunteers.

And now before our group sessions begin, we would like to offer

THE UNIVERSITY OF CHICAGO

as a basis for our discussions a clarifying statement as to the definition of a volunteer and the use of volunteer services in work with the visually handicapped and in the home teaching field.

The Red Cross, the most experienced of all organizations in the use of volunteers, defines a volunteer as being "any person, serving without monetary compensation, who has been recruited or assigned for the performance of some task." More specifically, as applied to the home teaching field, a volunteer is a person who desires on a voluntary basis to render some service or to be used for some particular purpose in assisting blind people in the local community.

Volunteers are people with a wide range of backgrounds, skills, and experiences, who wish to give a part of their time to a service project. They represent a cross-section of the population and may include both men and women, college students, housewives, retired worker, and professional people--all with a valuable contribution to make in serving the client.

Community agencies, such as the Red Cross, are excellent resources for recruiting prospective volunteers. Local organizations, including women's clubs, school and civic groups, and church auxiliaries, are not only potential resources but are often looking for service projects that will benefit the community. Besides these are the many individuals who are willing and eager to serve in some capacity when they are convinced that they are needed and the the job is worthwhile.

The services which may be performed successfully by volunteers on behalf of the client are numerous. Such assignments as reading, secretarial work, braille transcribing, recording, driving, recreation and group activities, preparation of teaching materials, friendly visiting, and supervised services to clients in their homes can be a part of the volunteer program. The home teacher may use these services as an aid in carrying out her own responsibilities to the client or

as a complement to her work in providing additional services. Or, in certain situations where volunteers are carefully screened, trained and supervised, she may find that she is able to delegate some of her tasks that do not require the services of the professionally trained teacher. The team approach, in which the home teacher and the volunteer, working together, make their own contributions to the overall adjustment of the individual client, brings the most effective results.

We realize, however, that the utilization of volunteer services has certain limitations. Volunteers usually lack professional training and skill and, therefore, cannot fill the position or take the responsibility of the professionally trained teacher. The effectiveness of volunteer services is based upon a recognition of its limitations, as well as its assets and contributions to the total program.

In order to insure the success of volunteer services, certain criteria are necessary. They include proper recruitment, careful screening, adequate training, discretionary assignment, planned supervision, in-service training, and agency recognition for a job well done. Only then will volunteer services be used to the fullest advantage.

And now to our workshop. This morning our workshop will be conducted on much the same basis as the one on interviewing yesterday. You have all been assigned to a particular group. You will have until 11:15 to discuss the points of the outline as introduced by the group leaders. We ask that you then return immediately for a lively wind-up session.

Before going to our groups, we would like to introduce to you the workers who will be participating.

As our leader for Group I, we have with us today Mrs. Ralph F. Doubleday, Volunteer Field Consultant, American National Red Cross,

1971 January 15th
Dear Mr. [Name]
I am writing to you in response to your letter of January 12th, 1971, regarding the matter of [Topic].
I am sorry that I cannot provide a more definitive answer at this time, but the situation is complex and requires further investigation.
I have discussed this matter with the relevant departments and we are working to resolve the outstanding issues as quickly as possible.
I will contact you again once a final decision has been reached.
Thank you for your patience and understanding.
Sincerely,
[Signature]
[Title]
[Organization]

Mrs. Doubleday has held many positions of responsibility in her own chapter. She began her service in 1942 in the field of production and in 1945 became Chairman of Volunteer Special Services. In 1947, she was elected to the Board of Directors, later serving as Chapter Chairman, a position from which she resigned to become Executive Director.

In 1958, Mrs. Doubleday was appointed to a three-year term on the Eastern Area Advisory Council and at the 1962 Convention in Seattle, was elected to a three-year term on the National Board of Directors.

Mrs. Doubleday, who is currently serving as Volunteer Field Consultant, has had much experience in various types of volunteer work

We regret that Mrs. Frederick M. Lege, Office of Volunteers, National Red Cross Headquarters, Washington, D. C., is unable to be with us at the conference. However, we are glad to have with us today an equally capable representative as our leader for Group II, Miss Frances Douglass, Assistant Director, Office of Volunteers, Eastern Area Office of the American Red Cross, Alexandria, Virginia.

A veteran of overseas services, Miss Douglass served American soldiers as Red Cross recreation worker from 1950 to 1960. In the Far East, she worked with air evacuation patients during the Korean War and later served with the 118th Station Hospital. She has had assignments both in Japan and Germany and has been active in various projects in the Eastern Area, including the disaster team that provided relief to Chincoteague Island in the spring of 1962.

From its beginning, Miss Douglas has been interested in our pre-pilot and pilot projects in Northern Virginia for the training of volunteers to assist home teachers and has observed and participated in the Eastern Area, including the disaster team that provided relief

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to Chincoteague Island in the spring of 1962.

From its beginning, Miss Douglas has been interested in our prepilot and pilot projects in Northern Virginia for the training of volunteers to assist home teachers and has observed and participated in some of the training sessions.

For Group III, we have as our leader Mrs. Jane Schwarz, Director of Volunteers, Jewish Guild for the Blind, New York.

Mrs. Schwarz has been in charge of the volunteer program at the New York Guild since the fall of 1960. Prior to that time she spent four and one half years on the staff of the Children's Village at Dobb's Ferry, New York. With both agencies, she has been the first full time person responsible for the organization and direction of volunteer services.

Mrs. Schwarz, herself, has had much experience as a volunteer. She has read, driven, tutored, worked in hospitals, and served in various other capacities in her own community. Her biggest achievement was helping to create the Volunteer Service Bureau of West Chester County, New York, for which she has every reason to be proud.

Serving as recorders, we have:

Group I--Miss Joy Gilpin, Brooklyn Bureau of Social Services, Brooklyn, New York

Group II--Mr. Richard Keenen, Maryland Workshop for the Blind, Baltimore, Maryland

Group III--Miss Beatrice David, Florida Council for the Blind, Tampa, Florida

As a floating trouble-shooter we have with us Miss Roberta Townsend, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D. C.

We will now adjourn to our group sessions.

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Leader: Miss Frances Douglass, Asst. Director, Office of Volunteers, Eastern Area Office of the American Red Cross, Alexandria, Virginia

Recorder: Richard Kennen, Home Teacher, The Maryland Workshop for the Blind, Baltimore, Maryland

SYNOPSIS OF MAJOR POINTS OF WORKSHOP ONE DISCUSSION

Recruiting, Screening, Training and Supervision of Volunteers

I. Conclusions--Best sources for recruitment of volunteers are Red Feather agencies, civic and service clubs, fraternal, church and other community organizations, and to a limited extent the Red Cross. Thorough screening of prospective volunteers, through interviews and other procedures, is essential, to insure acceptance of only those who are personally and technically adequate for use in home teaching. During this phase of the program the agency must, in fairness to the would-be volunteers, acquaint them candidly and fully, with the exact nature and conditions of their proposed employment, so that no misapprehensions may be carried into the work. Training, under agency direction, should prepare volunteers for two kinds of duties: service to the teacher (driving, clerical aid, etc.), and the rendering of certain types of assistance to clients (reading, transcribing, etc.). Supervision of a volunteer workers should be handled jointly by the teaching agency and/or the home teacher, and the organization supplying the volunteer.

II. Proper Role of Volunteers in Home Teaching Program--It was unanimously agreed that the proper function of the volunteer in home teaching is merely as an adjunct to the teacher. He may serve the teacher in routine matters and help the client in non-professional ways as the teacher directs, but he never acts as a substitute teacher.

III. Possible Danger In Using Volunteers--One participant raised the question of whether direct volunteer services to clients might not discourage client initiative and thus retard adjustment. The Group consensus was that this could be a real danger if volunteers performed tasks which clients should be learning to do for themselves, but that the teacher can minimize this risk by seeing to it that all aid given his clients is directed to the individual needs of each and into areas that will promote, rather than hamper the adjustment process.

IV. Use of Volunteers--Good Public Relations--Volunteers, as citizens in the community, are in an excellent position to publicize, mainly by word of the mouth, the work of the home teacher--with incalculable benefits to our profession.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

OFFICE OF THE DEAN
1100 EAST 58TH STREET
CHICAGO, ILLINOIS 60637

Dear Sirs:
I am pleased to inform you that your application for admission to the M.A. program in the History of Art and Architecture has been accepted.

You will receive a letter from the Registrar's Office regarding the registration process and the required courses for your program. Please contact the Registrar's Office at (773) 936-7200 for further information.

We are excited to have you join our community of scholars and students. The History of Art and Architecture program at the University of Chicago is one of the most prestigious in the world, and we are confident that you will find it a rewarding experience.

Please let us know if you have any questions or need further assistance. We are here to support you throughout your academic journey.

Sincerely,
The Dean of the Department of the History of Art and Architecture

Enclosed for you are two copies of the University of Chicago Catalog, which contains detailed information about our programs, faculty, and campus life.

We look forward to welcoming you to the University of Chicago and to the History of Art and Architecture program.

Very truly yours,
The Dean of the Department of the History of Art and Architecture

SYNOPSIS OF MAJOR POINTS OF WORKSHOP ONE DISCUSSION.

V. Over-all Conclusions--The basic proposition that the use of volunteers in home teaching is both practicable desirable was never seriously challenged by anyone in the Group. There seemed complete agreement that increasing utilization of the newly appreciated source might well be the most significant development in our field during the next few years.

THEORY OF THE EARTH AND ITS HISTORY

The theory of the earth and its history is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the processes which have shaped the earth and its features. The theory of the earth and its history is based on the study of the earth's rocks and fossils, and on the principles of geology. It is a science which is constantly developing, as new discoveries are made and new theories are proposed. The theory of the earth and its history is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the processes which have shaped the earth and its features. The theory of the earth and its history is based on the study of the earth's rocks and fossils, and on the principles of geology. It is a science which is constantly developing, as new discoveries are made and new theories are proposed.

Leader: Mrs. Jane Schwarz, Director of Volunteer Services, Jewish Guild for the Blind, New York, New York

Recorder: Beatrice David, Home Teacher, Florida Council for the Blind, Tampa, Florida

Resistance to Volunteers

This point provided an example of group dynamics right in our midst.

Mrs. Jane Schwarz, our leader, opened the discussion by asking if we all agreed on the use of volunteers as a wise practice. There was a brief silence in apparent assent.

An hour later, however, after we had discussed the fine qualities of a volunteer should possess and the near-professional skills he should develop, one young lady wondered aloud if we can realistically expect such perfection from lay people. She cited the paid assistant of the type we all recognized at once who tried to take over the teaching situation and to impose on us her psychological theories about our students. Can we ask more of volunteers?

Mrs. Schwarz reminded us of the resistance to volunteers that we had failed to admit earlier, and suggested that one possible reason is our fear of being liable to chaperoning and criticism by the volunteer.

In thrashing out the solution we reverted, as in practically all matters, to the importance of proper initial screening and training of volunteers. The home teacher it was added, must be constantly alert to keep the relationship straight. and to profit by the good suggestions which an intelligent volunteer can offer.

Rewards to Volunteers

The question was raised whether a volunteer should ever, under any circumstances, be paid in money. The consensus was never, in any sense of salary, for this would reduce a free donor of time and effort to an underpaid staff member. But it was deemed right to reimburse volunteers whose duties involve considerable amounts of transportation, aside from trips to and from the agency.

One home teacher pointed out, however, that we all work for some kind of pay, "either in the coin of the realm or in the coin of the heart." In the latter currency, agencies can reward volunteers by periodic letters of thanks and progress reports showing the value of their contributions; by occasional ceremonies in which pins and certificates of merit are presented; and by trying in every way we know to make them feel they are vital to the agency program extending its professional services

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and representing it in the community. The assignment itself should be congenial to the volunteer and rewarding to his motivation.

We should encourage clients, too, to express appreciation to their volunteers, by a word of thanks in taking leave or perhaps, now and then, by a note. In fact, it was stressed here, people may need educating to receive services with grace, as well as to give them.

Several home teachers complained of clients who make a habit of phoning volunteers at their home just to talk or to ask extra favors. Mrs. Schwarz reported some reduction of this trouble by withholding from clients volunteers' last names and by leading clients in group discussions of the basic courtesies due the volunteer.

Rotation of Volunteers

There was general agreement on the wisdom of periodic rotation particularly of the volunteers assigned to an individual, to provide variety for the volunteer, to extend the client's range of acquaintance, and to keep the client from becoming too dependent on a single volunteer. But a number of us could recall instances when a volunteer and a client felt especially drawn to each other and wanted to continue their association beyond the assigned period.

Mrs. Schwarz told us that answer she makes to such a request from a volunteer. She says in effect:

"Our agency policy does not permit me to reassign you to the same client. If you want to continue seeing him, don't consider yourself sponsored by us in doing so. But of course we have no control of your choice of personal friends, or his. You have every right, if you wish, to be friends on your own.

Bea David, Recorder

Leader: Mrs. Ralph F. Doubleday, Volunteer Field Consultant, American Red Cross, Millburn, N. J.

Recorder: Joy Gilpin, Home Teacher, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, N. Y.

THE USE OF VOLUNTEERS IN THE HOME TEACHER'S PROGRAM

Our leader was Mrs. Ralph F. Doubleday, an executive of the Red Cross from Millburn, New Jersey. Our resource teacher was Miss Frances Crawford, a Home Teacher in Alexandria, Virginia, Virginia Commission for the Visually Handicapped. There were twelve home teachers in our workshop and our leader kept us stimulated and interested in the subject. Many teachers described their practice of using volunteers in their programs at the present time. The most surprising outcome of the discussion was that little hostility or resistance to the use of volunteers was expressed. Mrs. Doubleday gave us a good definition of a volunteer. She is one who serves without pay, who is trained to be an extra pair of hands or feet. It was stressed strongly that a given administration should not expect the volunteer program to take over the responsibility of the paid staff, but to increase and enlarge existing programs.

A good volunteer program should consist of the following aspects: recruiting, screening, training, assignment, supervision and evaluation.

A. Recruiting: The home teacher should not be expected nor want to recruit her volunteers. If the agency for the blind cannot appoint a director of volunteer for supervision, recruitment should be obtained from existing recruitment agencies such as the Red Cross. An agency for the blind may obtain good volunteers from the following groups: The Lions Club, interested wives of the Board of Directors of your own agency, telephone pioneers, church groups, Junior League and retired groups. It was suggested that possibly the Grey Ladies in hospitals could meet the client and take him or her through the maze of clinics. It was felt, however, that too much time is wasted waiting in clinics. It was suggested that one Grey Lady could work with several clients at the same time. In Philadelphia the Episcopal Church handles the central recruitment for volunteers and employs their own director of volunteers. They are advised by McCay Associates of New York on methods and techniques. The volunteer program at the Lighthouse in New York primarily furnishes readers service.

B. Screening: An outside recruiting agency should screen the volunteers and match the volunteers's skills with the home teacher's specific job description for a specific client. If the volunteer is not satisfactory she may be withdrawn quietly by the recruiting agency and assigned to another job. The agency for the blind can maintain better relations with the community by using an outside agency for recruitment. The volunteer should not be expected to work longer than two hours.

each week. She should not work too long with one specific client, approximately three months. This prevents the client from demanding too much from the volunteer beyond the specific job description. It was suggested that volunteers should be rewarded even though it was not monetary. Pins may be given for number of hours served. It was felt that Christmas cards, letter of appreciation and annual teas may convey a token of appreciation.

C. Assignment supervision and evaluation: The volunteer should be evaluated periodically with a graded rating after a months probation. She understands that she may be taken from a job at any time, if the job volunteer combination is not satisfactory. A careful description of the agencies policies should be given and the home teacher, her immediate supervisor, should stress the extreme confidence of her job. A description was given of the pilot study of the use of volunteers in the Alexandria, Virginia area with the home teacher. A training manual was used describing a four-day, twenty-hour training program. This training manual will soon be available in the revised edition for use with other volunteer programs. The Red Cross is recruiting and assisting with the manual. It was generally felt that the best publicity for a volunteer program is a satisfied and enthusiastic volunteer. Mrs. Ralph Doubleday was a very able leader.

Elizabeth Cosgrove, M. S. W.
Director, Home Teacher Training Project
American Association of Workers for the Blind, Inc.
Washington, D. C.

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WHO HAS DONE WHAT ABOUT HOME TEACHING SINCE THE STUDY
HOME TEACHERS OF THE ADULT BLIND WAS PUBLISHED?

(Paper prepared by Elizabeth Cosgrove for presentation at Eastern Conference of Home Teachers of the Blind, 19th Biennial Convention, Atlantic City, New Jersey, October 16, 1962, at Colton Manor Hotel.)

The report of the Study referred to was published in the Spring of 1961. You will recall that the study was undertaken by the AAWB because of a wide-spread recognition of the need for improving services to an increasing number of blind persons. Leaders believed that improvement could best be accomplished by improving the qualifications of persons performing those services. Home teachers had long recognized the need and have taken and are taking steps to meet it. The purposes of the Study was to make practical recommendations relating to:

1. The definition of the function of the home teacher
2. The qualifications essential for performing the newly defined function and
3. A design for training facilities essential for new policies and for those performing functions.

The findings and recommendations centered around intake policies and practice program planning, administrative settings, in which home teachers function, supervision, mobility instruction, recognition and use of others' skills, volunteer services, knowledge and skills essential for home teaching, and the development of training facilities. (Your excellent program of this week covers many of these subjects.)

Those who for many years have been concerned with improvement of services owe a great debt of gratitude to this Eastern Conference. It has contributed to thinking through some of the ever-present problems that surround an emerging function. It has offered solutions, and I hope will continue to do so, to some of those problems. I would like, here, to acknowledge my personal debt of gratitude to the Conference - as an organization and to many individual members who were patient advisors to me and who were (if you will forgive the expression) an inspiration to me throughout the Study. I met you first as a group and later, as individuals, in the early summer of 1960 when your meeting was in New York City. I was then working out the best way we could find in making an unbiased, factual study of the current situation that would lead to early action.

I accepted your kind invitation to be with you today, not primarily to tell you what we in Washington have done since the Study was published, but to learn from you what progress you and your agencies have made. The real test of progress must be found in your own agencies. What action have you taken to raise the skills of home teachers, to make their functions as teachers clear,

and to give your clients the benefits of all services in the community?

In reporting Washington activity I must report that AAWB's staff was limited to one half of one person for half of the year and one full-time person for eight months. But we do have progress to report. One reason this is possible is that the staff of the Office of Vocational Rehabilitation, United States Department of Health, Education and Welfare, through its Training Division and Division of Services to the Blind, has consistently responded to our repeated requests for counsel and information. Its Director, Miss Mary Switzer, has given her continuing enthusiastic support to our efforts. Mr. Rives, Miss Hillyer, Mr. Bledsoe, and Miss Townsend have been more than generous.

These efforts have been concentrated on three activities:

- First, Establishing a curriculum for long-range training of home teachers in one or more universities.
- Second, Planning and conducting a series of regional seminars for administrators of agencies for the blind.
- Third, Training of selected volunteers to assist home teachers of the adult blind.

We shall report here, briefly, what has been done and what is planned on each of these activities.

First, Establishing a curriculum for long-range training.

Shortly after the study was published the Office of Vocational Rehabilitation made it clear it would make grants available for training home teachers in carefully selected cooperative universities.

As the initial step in planning this activity we decided that we must think in terms of training home teachers for the future and not in terms of current practices. (In-service or short-term training would be designed in those terms.) This is not to say that home teachers now practicing would not be considered as candidates for traineeships, under grants, if they met the requirements of education, experience, and personal qualities to be established for the program. And so, before discussing curriculum with university people, we defined what we expected the "product," or trainee, to be able to do after he or she had completed the long-range training. In making this definition we kept in mind that the principal objective of the academic goal is to prepare home teachers of the adult blind to help clients to reach their maximum degree of independence, usefulness, and fulfillment.

In this effort we have had to assume that those agencies that employ home-teachers--and that have not already done so--will provide the kind of administrative setting and practices that good administration requires. Otherwise, they will be unable to either obtain or retain competent home teachers. (These practices are outlined in detail in the original report, Home Teachers of the Adult Blind.)

We believe that home teachers are able to perform their functions effectively only in agencies where:

- a. Their functions have been clearly defined by their own agencies.
- b. Their functional relationships to other staff of the agency have been defined.
- c. It has been determined, by staff qualified to make such determinations, that each client assigned to them wants and needs home teaching service.
- d. They are expected to serve as strong members of rehabilitation teams.
- e. They are supervised by individuals who know the work and who know how to develop staff.

Particular attention is called to the importance of this last point (Item "e") Without adequate supervision the home teacher, as any professional worker, is unable to play an effective part in total agency planning for the blind client.

Consultations have been held with officials from a few universities known to be offering multi-disciplinary curricula, other educators, and representatives of agencies for the blind. In light of advice gained from these consultations, a decision was made to "make haste slowly." It seems imperative that, before any trainees are selected under a grant program, that (a) each university selected must have an able coordinator of the program, (b) the teaching faculty must have understanding of the "product" desired, (c) field work placements and supervision have been clearly determined in advance, (d) the curriculum securely "anchored" and accepted by the teaching faculty, and (e) equitable standards for recruiting of trainees clearly defined.

We are in touch with a few universities with a view to having a grant program begin, probably not later than the fall of 1963. A Master's degree in education is currently considered as the academic goal to be reached, with the curriculum adapted to provide the knowledge and skills essential for home teaching. We at AAWB will serve in a consultative capacity during negotiations. The responsibility for final selection is, of course, that of the Office of Vocational Rehabilitation

Second, Planning and conducting a series of Regional Seminars for Administrators of Agencies for the Blind.

In the belief that agency administrators have the key role in making fundamental changes that are needed to improve home teaching services, we naturally looked to administrative leadership for help and counsel. A series of regional seminars was planned. The purpose of these seminars is two-fold: first, to help administrators see for themselves how they can improve their own home teaching program, and, second to see if they can reach agreement, on a nationwide basis, on what constitutes a minimum of sound administrative principles and practices.

The first group from several of the eastern States met in Washington, D. C. in March of this year. A second group from five states met in St. Louis, in April.

As a basis for discussion we prepared a document, "An Administrator's Self Examination With Special Reference to His Home Teaching Program." It was used at both meetings. It has been sent to a few other agency administrators with the request for suggestions for its improvement and for agenda for future seminars.

This document comprises 46 questions to which "Yes" or "no" could be answered. Each question has the same preface. One sample question is:

"Have I, as director of my program, done all I can do to:

Plan and conduct my personal management program so that home teachers are given the same administrative consideration and the same rights, privileges, and obligations as are given to other staff members? Yes _____ No _____

In transmitting "An Administrator's Self Examination With Special Reference to His Home Teaching Program" to administrators we said "We are suggesting that you fill out for yourself the "Yes" and "No" blanks... The answers are your secret unless you offer to report your successful methods for the benefit of others. On the items on which you enter "no" we are hopeful you will be thinking about what steps you can take in order to answer "Yes" within a reasonable time."

Third, Training of Selected Volunteers to Assist Home Teaching of the Adult Blind

This activity stemmed directly from our nation-wide study. One of our special advisers, Mrs. Winifred Black of the Staff of the American National Red Cross, deduced early in the Study, from statements made by other Special Advisers who were home teachers, how volunteers could make a special contribution of service to individual blind persons. One of the recommendations of our report was that administrators of agencies for the blind gives firm support to the use of volunteers by their home teachers and pointed out the steps through which this could be accomplished. That recommendation was based on the conviction that, volunteers properly selected can:

- bring from the community to increasing numbers of blind persons many of whom are confined to their homes or institutions, stimulation to independence and continuity of interest.
- supplement an agency's service by freeing home teachers to use their distinctive teaching skills.
- help interpret to the public the special needs and interests of blind persons.

With the cooperation of the Virginia Commission for the Visually Handicapped, the American National Red Cross, three American Red Cross Chapters in Virginia, and the Office of Vocational Rehabilitation, definitions were reached as to:

- types of duties volunteers could perform
- actual duties of volunteers
- qualifications desired
- specialized training needed

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-kind of supervision needed.

With the cooperation of the same agencies, a pilot course and a demonstration program of 20 hours each were held. Evaluative observations were made during these sessions for the purpose of developing a manual for future use. The "Manual for Training Selected Volunteers to Assist Home Teachers of the Adult Blind" was completed by AAWB in time for trial at a second demonstration training program conducted May 1-4, 1962 in St. Louis Bi-State Chapter of the American Red Cross. A third demonstration was conducted in Tampa in September in collaboration with the Tampa Red Cross Chapter and the Florida Council for the Blind.

Following each demonstration, evaluations were made for the purpose of improving the lesson materials in the Manual. Miss M. Roberta Townsend has agreed to give you, in a few moments from now, some details of these demonstrations and her comments on them.

It is not our intention to suggest that these training programs be limited to cooperation with the American Red Cross. We have been grateful to the participating chapters and to the leadership given by the Office of Volunteers of the American National Red Cross. Any local agency that has the resources to recruit volunteers and which would be able to assist an agency for the blind in training them could be used.

The Manual has 61 pages and seven appendices. Most of it was written by Miss Josephine J. Albrecht, who was my associate at AASW since November 1961, in consultation with the OVP. The Manual is being given limited distribution at this time. It has been sent to all agencies that have home teachers and to a few other agencies and individuals. A wider distribution will be made after revision following further testing. It has two parts. Part I tells how to initiate and organize a volunteer service to assist home teachers. Part II contains the teaching plan and lesson materials for use in eight training sessions.

Demonstrations so far have confirmed our belief that the training course must be arranged and conducted in a systematic manner, for volunteers who have been carefully selected, with their numbers in a given course not exceeding 15 and then only if a sufficient number of competent home teachers are available to assist in teaching them.

We believe these training sessions to be of value not only as emphasis on the volunteer as a "tool" of the home teacher and as a strong liaison between agency purpose and community understanding of blindness, but they also serve as a medium of assurance to the home teachers that positive measures are under way in the re-identification of the importance of their specific service to the blind.

A fourth activity on which we had hoped to make a larger contribution during the year was in the area of in-service training. We have served in an advisory capacity to a few groups and individuals. We would like to see more regional

workshops or institutes planned such as the one sponsored by the School of Social Welfare, Louisiana State University and the OVR, in cooperation with the American Foundation for the Blind. Another one, initiated by a group of supervisors of the Eastern Conference of Home Teachers, and sponsored by the Office of Vocational Rehabilitation, was held with the cooperation of the New York School of Social Work, Columbia University and the New York Association for the Blind. Mr. Thomas Gilmartin of the New York Association's staff, with the full support from its Director, Allan Sherman, has given leadership in making this regional workshop possible. Mrs. Jean Anderson will be telling you more about this shortly. We look for increasing action on the part of agency administrators in establishing in-service training programs so that the home teachers and their supervisors will have increasing opportunities to heighten their competence.

Thank you for your manifest interest in our efforts to strengthen the services of home teachers as strong members of rehabilitation teams. We look forward to working closely with many of you during the coming year with the goal of being able to point to solid accomplishments. We are grateful that Mr. Gordon Connor, the new Executive Secretary of AAWB, has a clear interest in promoting progress in this area.

After Miss Townsend's account of the volunteer training sessions, I hope many of you will make contributions, through our Chairman, as to what you and your agency colleagues have done in your own agencies in improving home teaching services.

* * * *

Mrs. Jean Anderson
Supervisor of Home Teachers
Connecticut Board of Education for the Blind
Hartford, Connecticut

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REPORT OF COMMITTEE OF HOME TEACHING SUPERVISORS
EASTERN CONFERENCE OF HOME TEACHERS OF THE BLIND CONVENTION

October 16, 1962

Madam President and Friends:

Once again it is gratifying to share your thinking, Miss Cosgrove, and take this opportunity to publicly commend your strong efforts on behalf of home teaching. It was and is, morale-building, to have general recognition of certain problems and needs inherent in the structure of home teaching with which we, as supervisors, have long been cognizant and to receive national government and voluntary association support of progressive programs on behalf of home teaching. We welcome and applaud the work you have so ably done.

In the summer of 1960, during the course of the sessions of the Eastern Conference of Home Teachers, supervisors from Massachusetts, Connecticut, New Jersey, New York Lighthouse, New York Commission for the Blind, The Home Teaching Consultant from Pennsylvania, Mrs. Wiegler from Overbrook, met together briefly to discuss problems of mutual concern and to explore whether a continuing association among us might prove desirable. The meeting proved so stimulating that we tentatively agreed to meet again and the same group did so on May 17, 1961, at the New York Lighthouse, under the co-chairmanship of Helen Gromann and Edmund Bird. At that meeting the group again recognized common problems in their unique relationship to home teaching, in its direction toward and content for the client and in its relationship to other agency services pertinent to administration. There was unanimous conviction concerning the essential value of home teaching and concern that professional status be recognized and advanced, through standardization of its personnel and training requirements, its content and its scope. Toward that end those present agreed to constitute of themselves a permanent committee, for the first administration of which Mrs. Fay Collero accepted the secretaryship and I accepted the chairmanship.

Minutes of this meeting was sent to 17 persons representing agencies in 13 states. Subsequently, a letter reviewing the situation and inviting participation in future meetings, was sent to 25 persons representing 22 agencies and all states on the eastern seaboard and Ohio. October 26, 1961, the second all-day meeting convened in Washington at the AAWB offices, with most original members again present and Miss Cosgrove and three observers from the Columbia Lighthouse also in attendance. On May 10, 1962, a third all-day meeting was held at the Lighthouse again, with the original group members present and Mr. Emanuele from Florida visiting.

(Faint, illegible text)

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Early in our deliberations, the committee concurred on long-range purpose, succinctly and formally worded later by Miss McDonough and Mr. Bird as follows: "The purpose; a committee of home teaching supervisors representing agencies in several eastern seaboard states has formed to exchange ideas and views regarding home teaching under their supervision, in order to permit a greater and more purposeful service to blind clients; to examine the procedures employed in guiding the home teacher to teach the adult blind, to supply blind persons with assistive services, to help blind persons with the management of their personal lives, and to make appropriate use of community resources; to improve home teaching supervision; to evaluate the methodology and philosophy of the home teachers work; to promote opportunities for home teachers to better their skills; to make recommendations for improving standards of home teaching; to take the necessary cooperative action for implementing recommendations."

The committee's immediate and primary objective was to procure professionally sponsored, concentrated, in-service training for home teachers. Toward that end a committee was named, Miss Virginia McDonough, Roy Ward and Thomas Gilmartin, as chairman. I attended the committee ex-officio. Each agency administrator was approached and tentative approval obtained. Home teachers' own interests were explored and results of their replies to questionnaires were compiled, indicating areas of immediate concern. The generous interest and helpfulness of Mr. Sherman and Miss Held of the New York Lighthouse, supported our effort. Possible colleges were considered for provision of training. Preliminary inquiries were made and finally a formal plan was evolved with the New York School of Social Work and presented to the OVR. Subsequently, it was approved and the first home teachers in-service institute in our area was successfully launched. It was held September 9th-14th, 1962, at the New York School of Social Work, Columbia University, New York City. Mr. Roy Ward, who gave dedicated work toward its creation, attended some sessions and I call upon him now to briefly review the content as he saw it. (There followed brief comments by Mr. Ward on the content and his appraisal of the reactions to the in-service training seminar.)

The committee of home teaching supervisors will next convene the first week in December. The committee exists only because of you. We elicit and welcome suggestions from you. We are wholeheartedly for you. We voluntarily dedicate ourselves to you.

C. W. Bledsoe, Assistant Chief
 Division of Services to the Blind
 Department of Health, Education and Welfare
 Office of Vocational Rehabilitation
 Washington, D. C.

TEACHERS AS TEACHERS

We are about to consider some very high standards in human relations. Before starting I want to say I think these high standards are open to people in a number of different occupations, not the least of which is the law. Sometimes the most sensitive respect for human frailty can come from the bench. To illustrate this, I would like to read a selection from a story in the Sunday paper.

"It is hard to understand why Londoners pay out good money to go to music halls when the best show in town is presented daily, absolutely free, at the Bow Street Magistrate's Court.

"English courtroom comedy is far the sharpest in the world. Each case on the docket --or you might say each act--plays so smoothly that one suspects it was written by George Bernard Shaw and directed by Noel Coward.

The story then goes on to cite the case of--"Mr. Lemon--a stoop-shouldered old Santa Claus in stubbled beard and a threadbare coat.

"From the charge, it appeared that Mr. Lemon's only visible means of support was a park bench. Mr. Lemon had been repeatedly ordered to take shelter, but he insisted on sleeping al fresco, under heaven's great canopy, with nothing but discarded copies of the London 'Times' to shield him from the elements.

"Mr. Lemon, said the magistrate. 'You have appeared here numerous times and I am becoming very cross with you. Sleeping outdoors in inclement weather is dangerous, especially for a man of your advanced years. It is the constable's duty to protect you from your own folly, don't you understand?'

"That I do, Your Worship,' croaked Mr. Lemon. 'And that bobbie 'as a 'eart as big as a w'ale, that's wot 'e 'as. All them bobbies is the finest, is wot I say.'

"Then why, Mr. Lemon, do you not do what they tell you? There are many places of shelter for homeless persons like yourself. You've been taken to the Salvation Army a half-dozen times. Why can't you behave yourself, instead of sleeping on

Office of the Secretary
Department of the Interior
Washington, D. C.

MEMORANDUM FOR THE SECRETARY

On the subject of the proposed amendment to the National Monument Act, I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

It is also to be noted that the Department has been advised by the Bureau of Land Management that the same has been forwarded to the proper authorities for their consideration.

The above information is being furnished to you for your information and for the purpose of enabling you to take such action as you may deem proper.

The above information is being furnished to you for your information and for the purpose of enabling you to take such action as you may deem proper.

Very truly yours,
Secretary of the Interior

Very truly yours,
Secretary of the Interior

Very truly yours,
Secretary of the Interior

Very truly yours,
Secretary of the Interior

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park benches?'

"Well, Your Worship, it's a failin' of mine. Maybe I'm what you might call a wictim of indiividualism.'

"You'll soon be a victim of pneumonia if you don't change your ways. I'll dismiss the charge if you'll promise to accept shelter. Otherwise I may have to impose shelter upon you for thirty days. Do you catch my meaning?'

"I do indeed, Your Worship. And may I have Your Worship's permission to compliment you upon your wit and wisdom, and ask God's blessing upon you?'

"Mr. Lemon stood down, shook hands with his arresting constable and God-pleased him, God-blessed the Court Clerk and several other random officials; and then he was buttonholed by a Salvation Army Captain and led away."

As we proceed, let us keep this high level of kindness in mind. When I went to the Office of Vocational Rehabilitation as a member of the staff for Services to the Blind, I was very fortunate in the men whose job it was to get me on board with as little damage to everybody's health, education, and welfare as possible. Mr. Louis Rives and Mr. Hiram Chappell were my guides in new territory with which I was unfamiliar. Of Mr. Rives I will say nothing very specific at this time, since he is alive and is my boss, though I will make non-specific comment that I am glad he is alive and glad he is my boss. But as Hiram Chappell is no longer with us, I would like to say something about him as I work my way onto the subject of teaching adults which as I see it is the primary lifetime preoccupation of this audience.

One of the things which I suspect with regard to adult education is that if it is to achieve anything, it must be tailored for the individual pupil far more than education of children need be. As we look at the studies of child development through the growing years, it is a story of increasing individualism which makes the number of "ifs," "ands," and "buts," increase steadily, reducing the predictability of human behavior until behold the adult: a bundle of almost infinite possibilities! This is why the ideal university may well be the experienced and the inexperienced human beings each facing the other at opposite ends of a log. For about two years, almost every day, Hiram Chappell and I had lunch with each other, and we were in some such relationship as this. He knew his days were numbered, and he tried to teach me some of the things he knew. As I look back on this and realize how much vocational

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rehabilitation meant to him, the thing I marvel at was the fact that he never tried to rush me. He was the best time-bider with whom I have ever conversed. He could wait indefinitely while you talked yourself out, and then he would as gently as possible lead you out of your misconception. I always speak against magic, yet there are times when it is hard to find any other word for the skill with which certain rare people are able to deal with the foolishness of others.

Sometimes people who are otherwise very practical and hardheaded will describe the combination of qualities which makes for such influence as "mystique." And certainly, though Hiram was very practical, he had one foot in the world of the spirit all the time I knew him. This made him anything but a lugubrious companion, especially on those rare occasions when we talked about things beyond this world. In fact, we had one very favorite joke involving things Biblical.

As all of you may know, a hazard of being blind is that you may well carry an enthusiastic conversation over the wrong doorsill. And this is particularly easy to do in the Health, Education and Welfare building where the washrooms are enclosed and have a churchly quiet, in the recesses of which may be lurking anyone of the American people. After a couple of scares along these lines, Hiram and I hit upon the formula of my letting him know we were not alone by giving him the signal, "It's from the third chapter of Ecclesiastes."

It is part of Hiram's magic, I think, that, though, he was quite familiar with the Bible, he said nothing to me at any time about what was in this chapter of Ecclesiastes. Not until he had been dead two years and I was thinking about this subject of adult teaching did I myself turn to it, remembering merely that somewhere Ecclesiastes said, "because the preacher was wise he still taught the people wisdom."

As doubtless many of you may know, this brought me to highly appropriate material for almost any occasion, and especially for beginning and ending conversations in the Office of Vocational Rehabilitation.

The third chapter of Ecclesiastes says among other things: "For everything there is a season a time to keep silence, and a time to speak."

Then it says, "I have seen the business that God has given sons of men to be busy with. He has put eternity into man's mind, yet so that he cannot find out what God has done from the beginning to the end. I know that there is nothing better for them than to be happy and enjoy themselves as long as they live; also, that it is God's gift to man that everyone should eat and drink and take pleasure in his toil..

And later this thought is reiterated, "So I saw that there is nothing better than that a man should enjoy his work, for that is his lot." With this message as a kind of legacy from Hiram Chappell, I would like to turn to our subject of teachers.

A curious paradox seems to weave itself into the lives of every kind of teacher I know. This is the large number of teachers in spite of themselves who never intended to teach and protest for half their lives they do not want to teach. How seldom does a teacher speak as Basil Guildersleeve did when he said, "God sent me into the world to teach Greek, and I know that I can do it."

It is truly astonishing what the world has managed to learn from the great army of teachers who have been reluctant dragons. It is even more astonishing that many of the most eager teachers have taught so badly and that many of the dour, austere, basically unwilling have managed to turn out medium-fair to brilliant results. Classical scholars have sometimes deplored the fact that Aristotle was hardly minding what he was about when he taught young Alexander of Macedonia. But how much more of a miracle could be expected of a young bundle of fighting manpower that it should make the jump from barbarism to empire, and the first consolidation of some kind of world order, in a few short years? And does anyone who knows youth, suppose that anything better could have been accomplished by the more steady beat of all the attention Aristotle could have mustered if he wanted to?

People say so often teaching is an art, and often they say next it is an indescribable art. This is not so. All arts can be described. This is not to say that we here tonight can put into words all there is to say about the art of teaching. But we can get some hints and it is not merely love of the ancient world or the classics that has caused me to go back to Aristotle. I believe that all arts should look to the masters for method as well as philosophy. And I believe that the way to study them is to find out about the masters in more than one dimension of their lives, especially the legends which have grown up around them and have been told about them again and again. For legend quite often sums up the essential impression an individual has created far more than anything which can be certified by a cloud of witnesses.

Returning to Aristotle and Alexander, we have a very simple story of a scientist-philosopher telling a boy how to manage his horse by turning the animal's face toward the sun as he mounted. What could establish a better tie between this particular teacher and this pupil?

The partnership between pupil and teacher inevitably depends on the ability of the teacher to convince the pupil that he has something in common with his pupil--and this without humbug. By something in common I mean many things--but especially a mutual appreciation of something other than each other, yet through this indirectly a mutual appreciation of each other. Their personal relationship must be the important thing. Mutual concentration on some mutual interest must be paramount.

The kind of partnership this implies was once summed up admirably by Roger Ascham, the tutor of Elizabeth I. Most of the young Tudor children were so intelligent they were a little frightening and Elizabeth as a child bordered on an

enchanted thing out of another world as people of those far-off superstitious times saw her. Describing the impact and counterimpact between her mind and his, Roger Ascham said, "I teach her words and she teaches me thing."

There are few elements which go so far to make the teacher-pupil partnership happy as an easy management of the teacher's own ignorance and his ability to make of this a strenght rather than a weakness while keeping the pupil's respect.

Now I realize all this which I have said has been interwoven with the pleasantest kind of teaching under nearly perfect circumstances--healthy genius guiding healthy genius. We must leave aside the fact that Aristotle was looking on the disintegration of the civilization he knew, and Elizabeth was almost constantly in danger of her life. This was the price they paid for being themselves at a particular time. Essentially they were enjoying the sunshine of abundant intellect, health, and the zest for life which goes with it, and all teaching does not involve human material like that.

I know how much more austere by contrast it can be to deal with the dependency and demands of people in their prime or past it. In this connection, I think one of our greatest problems in this time is how we regard ourselves and others as mature beings. The fear of growing old must surely have concerned all societies and times but seldom has there been a nation or time which has so worshipped youth and especially immature youth as we do. Indeed, we are curiously hesitant if there is any way out, to press upon young people we love the responsibilities that foster the particular growth of character which we know as successful maturity. And it is very difficult indeed now for an older group of people to recruit into it the young in a fashion that slowly brings realization of a more thoughtful, less precipitate way of life, both professionally and socially. Maturity not only has little status; it is not well defined and this unquestionably makes for difficulties in the teaching relationship between adults when this relationship is necessary.

I believe the teaching of adults is far more ill-defined as an art than is the teaching of children in this century and I think the reason may be that by and large people are not especially interested in being adults. They become adults in spite of themselves, as we have said some teachers teach. Perhaps this may be why we so often seem to have children on our hands when we undertake to teach adults.

In thinking about this kind of teaching, and how it differs from the teaching of children, I suppose the most important factor is establishment of a mutual realization that the pupil is a mature individual...And if he for some reason shows serious signs of behaving like a child, it is a fairly serious sign, which may be more than mere teaching skills can manage. It may be more a therapeutic than a teaching problem. I believe home teachers of the blind can successfully deal with the teaching of the skill of blindness to blind people. I am a little doubtful, however, that they can deal with that very serious regression, into dependency, which borders

on what psychiatrists call transference in which the pupil is temperamental beyond belief and demanding to the point of pathos. All of us are occasionally called on to do something beyond us. But any professional person is foolish indeed if he consistently assumes the burden of another profession. When adults act like babies it is a serious matter, and we should not think it any less serious if the adult happens to have loss of sight interwoven with the regression.

There are only two profession I know of which are equipped by training to handle such a phenomenon: medicine, including the medical social worker and psychology. The only other treatment which has a good possibility of working is the inevitable give and take of society as constituted. This is an age-old remedy which can do wonders to pull a person out of regression, but it should be undiluted and there is nothing more dangerous than that someone stand between the individual and society by assuming the guise of doctors and psychologists without the training that should go with it.

Does this take anything away from the role of a home teacher? Does this deprive the role of status? Does it reduce the home teacher to a mere technician? I would say such would be the case only if there is not enough respect for the teacher's role in the first place. Teaching is a hard and exacting way of earning a living. But practiced faithfully it is not only honest, it has the simple greatness of the essential as does making bread or shoes. Yet it is only great if it truly delivers the goods, leaving the pupil knowing something or able to do something he was not able to do before.

Home teachers of the blind have by definition one of the hardest tasks conceivable; namely, teaching human beings how to be blind successfully. Obviously much philosophy and some philosophical words must go into this as the job is done. But this is no good without the basic work of getting action. One of the chief defenses of the adult against the blind person is to keep talk, talk, talking forever about adjustment to blindness. The home teacher must be enough of a teacher to outmaneuver this. I believe success or failure will come as the teacher respects the job of teaching. And I believe the preacher's wisdom was very good indeed in the third chapter of Ecclesiastes when he said, "I saw that there is nothing better than that a man should enjoy his work, for that is his lot."

And I don't know why in our time this should not apply to women too. Certain very noteworthy rehabilitation processes have been highly successful in most particulars but have failed in the one area which was certain to impair their effectiveness in the long run: they have left their human products so unwilling to recognize the means by which they were helped that they have borne a curious kind of unconscious false witness against the very programs and people who have done them the most good. Imagine a small boy's lifelong grudge against an older brother who have thrown him into the

water to teach him to swim. Suppose no amount of success in swimming ever washed away the bitter memory of this crucial experience. Frequently such reaction seems at the bottom of bad advertising put forth against education and rehabilitation by those who have benefited from it.

A question arises whether this occurs because insufficient attention has been given to the "readiness" of the person challenged, since so obviously he feels the person helping him should have broken him into the experience more easily. Perhaps the greatest possible artistry in human relations can develop full-blown self-confidence without ever leaving serious scars from shock. Perhaps there is nothing more important than this skill in the rehabilitation process.

Rehabilitation needs the kind of people who instinctively build up humanity, to whom it is second nature to make the most of others, and, even more important, to get others to make the most of themselves. People who need rehabilitation ordinarily do not need to be shocked into action. What they need is skillful and creative teaching, and guidance governed by imagination, efficiency and astute knowledge of human nature, as well as exact information about practical things which can be helpful in making up for loss of some part of the equipment with which most human bodies and minds are furnished. Above all what is needed is the art of making help acceptable, the art of giving without fuss or patronage.

Having pontificated at a banquet, I would like to turn on myself a little bit, and assure you that I know my knowledge is a feeble thing and also share with you a pearl of wisdom from someone I know is wiser than I. I have tossed off some rather fast conclusions on the subject of maturity. Hear now how this subject is treated by Dr. John Whitehorn, Professor of Psychiatry at Johns Hopkins!

A Working Concept of Maturity of Personality 1/

"... Human beings, we may truly say, never do become wholly mature and independent, in the same sense in which we might describe some animals in their adult stage as mature and independent. Human beings achieve such a state as we usually call maturity only by developing a good working accommodation to the inescapable fact of their inevitable interdependence.

Let me recite just a few of the items illustrative of persisting human immaturity. The adult human remains childishly curious and distractible; he is readily provoked to laughter; he seeks playful activity, sometimes at great cost; he does not develop fully the specialized capacities which distinguish his more maturely developed anthropoid cousins and which enable them, biologically, to live more independent lives. In comparative analogies, man is a weakling baboon, an incompetent chimpanzee, an awkward monkey. He does not even grow an adequate coat of

1. The first of these is the fact that the majority of the population of the United States is of European descent. This is a fact which has been recognized by the government and the courts for many years. It is a fact which has been recognized by the government and the courts for many years.

1. The first group of authors (e.g., [1, 2]) considers the problem of the stability of the motion of a system of particles in the field of a central body. The results of the calculations show that the motion of the particles is stable for a wide range of initial conditions. The authors also show that the motion of the particles is stable for a wide range of initial conditions.

[illegible]

hair."

To this last charge, I plead especially guilty, and throw myself on the mercy of my furless fellow human beings some of whom have done a little better than I in this regard but not to an extent worth chalking up yet on the score board of evolution.

1/ From the American Journal of Psychiatry, September 1962, Vol. 119, No. 3.

There is a very small amount of water in the
ground near the surface of the earth. This water
is called groundwater. It is found in the spaces
between the particles of the earth's crust. It is
called groundwater because it is found underground.

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Mrs. Eone Harger, Director
Division on Aging, New Jersey Department of State
Trenton, New Jersey

CONFERENCE--HOME TEACHERS OF THE BLIND

Atlantic City
October 15, 1962

With a title of Services to The Aging - Today and Tomorrow and a keen awareness of the professional interest of my audience, I found myself tempted to do two things--list all the programs that welfare departments, community councils, etc. devise in the name of "aging" and then tell you what's wrong with them--as a guide to the future. And, on completing that, tell you what New Jersey does and what I hope we can eventually do for our older blind citizens. I am well aware that over half of the blind people in the United States, and in my own state of New Jersey are over 65--the incidence of blindness in both eyes triples between the ages of 60 and 69, doubles again between 70 and 79, and triples once again between 80 and 89--and these, though proportionately a small number of the aged, cannot be overlooked in considering services for the aging.

However, I don't think Miss Forward wanted such a presentation from me, for her original invitation asked for a "broad view of work with the aging"--to include "what has been learned in the last few years and how the complexion has changed as a result of new knowledge. As I have reviewed what we know and what we have done, the iceberg quality of programs in relation to need was most discouraging, so I decided to give the broad view in terms of sociological change, resultant problems and programs, limited though they are, which might be considered harbingers of services which will eventually become generally available. I shall keep the discussion geared to the general population so that it can form a backdrop for Mr. Lindberg's specialized remarks. Perhaps I can tell about some special New Jersey programs during the question period.

It will probably be helpful to let you know a bit about the Division on Aging in New Jersey as our legislative directive is an important factor in determining my point of view. First, and most importantly, we are not in the Welfare Department and do not have any direct services. It is a new government organization that has been in existence for a little over 4 years, established after legislative hearings into the impact of the increasing number of older people in the population had been discussed at extensive hearings. The Division is not an operating arm of government in the usual sense and it is not intended to consider aging at a single level. It focuses on the problems caused by aging, trying to initiate action where it should logically be carried. Not only does it initiate action to improve the situation for people who are aged, but analyzes existing problems and develops programs designed to prevent problems of today still being problems of tomorrow. The Division has five specific functions:

1. Serving as a central source of information on all matters pertaining to aging.

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2. Coordinating programs related to the aging throughout state government as well as other governmental levels including constant liaison with the Executive and Legislative branches of the federal government.
3. Educating the population to the problems of aging.
4. Stimulating action programs in all areas where need is evidenced.
5. Designing and initiating research in aging to guide programs to be undertaken.

While statistics can be very boring, it is helpful to use a few so that we have a common perspective from which to consider the change in population so far as older people are concerned. At the turn of the century one of every 25 people reached the age of 65. Today in our population, almost one out of 10 is 65 or older,--and many are older. A woman who reaches the age of 65 has an average life expectancy of 18 more years. A man's life span is slightly shorter but nevertheless he too, will live on for another 10 or 12 years. One out of every three persons who retires under the social security system now has a living relative of his parents' generation--father, mother, or uncle, who is also living. By 1975, two out of every three persons retiring will have such an older relative. This means many four-generation families and this will continue to increase. Statistics issued by the Public Health Service last month state that the life expectancy of infants born in the United States during 1961 was 70.2 years. This is the first time the average life span in this country has exceeded 70 years. The comparable figure for infants born in 1960 was 69.9 years; for those born in 1952, 68.6 years. This has taken place at a time when our society is undergoing many other changes. We are very mobile, people move from one end of the continent to the other. Families tend to live in cities, not on farms as they did in the 1900's. People live, for the most part, in small houses--significant because of what it means in terms of the generations living together. There isn't the big extra bedroom where the older, single person can be comfortable. There isn't the work to do that would make them important to the life of the family. In this changing social situation, there are a number of other areas that are changing too, which need to be understood. One of these has to do with a stereotype regarding age. Older people, are not all sick. In fact, many of them are remarkably healthy. Many may have some chronic condition which the wear and tear of years has brought on them. Most may have an aching joint, or some teeth missing even more serious physical changes, but these do not necessarily disable. It is a mistake to envision a person, just because he has reached 65, a magic age in our country because of the social security system, as incapacitated. He is not necessarily sick, and we should not carry this image of later years. As a matter of fact, we know there are comparatively few signs of aging in numerous persons until past 70. Additionally, we know that mental ability continues even though physical vigor may decline. Recent studies have even indicated that a real "second childhood" begins at 70 with new growth of cells that had been quiescent for a long time.

1. The first step in the process of the investigation is to identify the problem or the question to be answered. This is done by the investigator, who is usually a member of the research team. The investigator must have a clear understanding of the problem and the question to be answered. This is done by the investigator, who is usually a member of the research team.
2. The second step is to design the study. This involves deciding on the methods to be used, the subjects to be studied, and the data to be collected. The investigator must have a clear understanding of the problem and the question to be answered. This is done by the investigator, who is usually a member of the research team.
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4. The fourth step is to analyze the data. This involves interpreting the information that has been collected. The investigator must have a clear understanding of the problem and the question to be answered. This is done by the investigator, who is usually a member of the research team.
5. The fifth step is to report the results. This involves writing a report that describes the findings of the study. The investigator must have a clear understanding of the problem and the question to be answered. This is done by the investigator, who is usually a member of the research team.

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Along with the concept of a healthy, vigorous, older person, one needs to be aware of rehabilitation potentials for many disabilities. We now know that a person who has lost the use of an arm or leg because of a stroke can very frequently be restored to activity with the proper treatment. The same is true of incapacitated hearts, of broken limbs, and of course, for those with vision problems, whether total blindness or very low vision. The understanding and use of rehabilitation techniques has been an important factor in stimulating "Home Care" programs by developing community services to eliminate institutionalizing. These have taken the form of expanded Visiting Nurse service, in simplest form, to hospital-based elaborate "team" approaches - the most significant part of which is the swing of the pendulum away from the "off to the hospital" approach to all physical problems. Related to rehabilitation is the idea of restoration, which carries with it the idea of improvement if not total return to original status. Both are part of "independent living" objectives now being accepted as a better approach for older people than the vocational goals heretofore held out.

Many of you may be familiar with the restorative nursing program which the State of New Jersey has been encouraging in our nursing homes across the state. This teaches the concept that the nurse should help a person do for themselves, and not do for them.

In addition to the concept of rehabilitation and restoration of the older person whose health has been impaired, attention is being directed toward a program of preventative maintenance so that the person will be saved from many difficulties as they become older. Early detection of many diseases cannot always cure, but can arrest and prevent total disability. People need to be educated to the value of early discovery of conditions that are dangerous to health in later years.

While our population has been growing older and while healthy later years with related rehabilitation potentials are a remarkable development, another change of significance is the matter of retirement from work. During recent years there has been an ever-increasing practice of mandatory retirement from paid employment. Mandatory retirement began because of the depression of the 1930's. Younger workers were anxious to have older workers retired from the labor market so that they could support their families; accordingly they helped push through the social security system which made it possible to retire with some income at the age of 65. However, nobody anticipated the magnitude of the problem that such a policy would create, especially in the light of such developments as technological improvements and longevity of life.

Closely related to mandatory retirement is discrimination in employment because of age. A person who is out of work at the age of forty, whether because of a change in demand for a product, moving of a plant or manner of production, finds increasing difficulty in finding new employment.

Regardless of the why of retirement, it does come and with it a new set of situations. One acute problem to many is the matter of

financing the years when there is no income from regular employment. For the person who has worked for a company which has supplemented social security with a pension plan, or the woman, for that matter, this generally is not too much of a problem, nor is it a problem for those whose incomes have been sufficient to have an investment program buy a home, or to build economic reserves in other ways. However, this is not available to a great portion of our population and many people do retire with little more than Social Security. Social Security was originally planned as a minimal base and is admittedly inadequate for a decent life. In 1959, social security averaged little better than \$70 a month and is not much higher now. This, of course, means that many people are receiving as little as forty dollars a month. Bureau of Census figures in 1959 showed that about 60 percent of the population over 65 had incomes under \$1000 at the same time that another government department estimated that a retired couple would need a minimum budget from \$2,681 to \$3,304 depending on where they lived. A Senate report about the same time concluded that if aged couples lived within the low-cost minimum food budget of the Department of Agriculture, at least a quarter of them would be spending more than half their income on food alone.

While the problem is difficult for men, it is even more difficult for women and particularly for the woman who is widowed. Under our Social Security system a wife receives, at the present time, about 82% of her husband's social security, and if he dies, it does not increase. She does not get his entire amount and if she has had no other means of income, she is in a serious economic situation. An older single woman--those over seventy--have an average income, according to some statistics, of around \$600 per year.

The economic problem that older people have aggravates other problems, especially paying for medical care. Older people usually live on a reduced income, have no hope of increasing this income, and the reduction comes at a time when they are much more apt to be ill. I said before that older people are not all sick, but if they do become sick, they are apt to be sick much longer than younger people - 2 1/2 times is the average.

Another area that develops into one of a problem for many older people is housing. Finding a place to live within their means is difficult, as is finding a place that is suitable. Statistics show that many older couples own their own homes, but also show that the homes are larger and more dilapidated than those of younger people. As children leave, the house becomes too large; as incomes reduce, they become too expensive. Owning a home can be a liability for the older person.

Where should people live as they advance in years? It is highly questionable whether people of the same age should be congregated in villages isolated from the rest of the population. Most authorities believe that older people would rather live close to where they have lived most of their lives. They would rather live within an urban situation instead of being moved far out into the country. Some municipalities are beginning to realize that they need to include plans for older families who do not need the large homes and the big lots, but still belong in the community. At the present time, most

It is the purpose of this report to present a summary of the results of the study of the social structure of the United States. The study was conducted by the Social Science Research Council, a non-profit organization which was established in 1924. The study was conducted by a group of leading social scientists, including Louis Brandeis, Felix Frankfurter, and others. The study was conducted in a series of conferences and workshops, and the results were published in a series of reports. The first report, "The Social Structure of the United States," was published in 1928. It was a landmark study which provided a comprehensive overview of the social structure of the United States. It was followed by a series of other reports, including "The Social Structure of the United States: A Study of the Social Structure of the United States," "The Social Structure of the United States: A Study of the Social Structure of the United States," and "The Social Structure of the United States: A Study of the Social Structure of the United States." These reports provided a detailed analysis of the social structure of the United States, and they were widely read and discussed. The study was a landmark study which provided a comprehensive overview of the social structure of the United States. It was followed by a series of other reports, including "The Social Structure of the United States: A Study of the Social Structure of the United States," "The Social Structure of the United States: A Study of the Social Structure of the United States," and "The Social Structure of the United States: A Study of the Social Structure of the United States." These reports provided a detailed analysis of the social structure of the United States, and they were widely read and discussed.

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communities are prevented from experimenting because of stringent zoning laws which make it mandatory to have large lots, and forbid apartments. They are handicapped in building low cost housing because of codes in regard to plastering, etc., that make it impossible to take advantage of modern innovations in building materials.

One of the problems closely related to where people live is the matter of transportation. Many older persons do not want to drive any more and many shouldn't. In addition, it is very expensive to own a car. Public transportation for the most part is inadequate and can be expensive too. A person living away from stores and from other people has difficulty in getting around, whereas a person who is getting along in years finds life much simplified by being within walking distance of a store. Convenience is amplified by forcing exercise, and giving a social outlet.

How to meet this situation is creating the need for the development of more experimentation.

While financing retirement years is a critical problem, health and ill-health with related costs loom large, and housing adequate to changing fortunes is difficult, perhaps even of greater importance is how an ever-increasing group of retired older people can use their energies and fill the hours of, not leisure time, for this suggests release from work, but "free time" - that stretches endlessly. For years people have dreamed of being able to retire from work to have more leisure time, but when it becomes a fact, it presents a great many problems. When a person who has worked all his life within a rigid time schedule, suddenly finds himself with time on his hands day in and day out with no outside demands, it has a jarring psychological effect. An individual begins to feel useless and unwanted unless he has built into his life meaningful activity not related to paid employment. The question of whether mandatory retirement is good is not easily answered, although probably we are going to have to learn to make it good because of other changes taking place in our society. Yet, how can we keep "senior citizens" active and productive in a society where 5 1/2 million younger men and women cannot find work?

What of our working 65-year old suddenly forced to quit, although physically he or she feels as fit as ever? What happens when one can't look endlessly ahead? When employment opportunity is closed? When social functions cease? When companionship is limited? And then when physical decline does begin? Instead of vistas of opportunity, contribution, accomplishment, fun--the forward side of life seems short and bleak. It is in this area that an even greater challenge to our society lies.

There is already much evidence to show that both physical and mental problems can be averted if relationships with other people can be maintained. Many communities are making moves in this direction. Multi-purpose centers where questions can be answered, where new relationships can be built are being started. People to people movements involving friendly visiting by those who have the time to those who are immobilized is going on in many places.



Some famous community efforts to involve older men and women in new activities have prepared reports to support the evidence of their value to men and women in their later years. Hudson Center in New York City claims that not one of their members, over a fifteen year span, has ever been sent to a mental hospital; in addition, they demonstrate that those who attend medical clinics decrease the number of visits when they become actively involved in the numerous classes, trips, etc. that were offered. A report from "Little House," a famous center for older people in Menlo Park, California builds into the picture of the community center even more convincing evidence than the opportunity of warm human relationships is of tremendous importance to people. It indicates first that most of its hundreds of members have joined within a two year period of some traumatic event in their lives - most frequently retirement or loss of a spouse. It also points out the Little House members, as age increases, say they have more in common with younger age groups, in contrast to non-members studied at the same time. These same members show little decrease with age in number of organizational memberships, hobbies, trips, etc., - all characteristic of younger people.

Perhaps more than trying to develop new relationships it is important to help younger people to realize that life does not stop at 65, to help all the organizational aspects of our society to recognize that older people are very much the same as younger people and that services, institutions, or whatever the role, should include everyone who has a need - with no age limits.

The inter-relationships of families and the attitude of society to the old, are closely tied up to this as well as the attitudes of older people to themselves. In a speech at the White House Conference on Aging, Rabbi Abraham Herschel described the problem thus: "Ours is a twin-problem: The attitude of society to the Old and old age as well as the attitude of the old to being old...Old age is something we are anxious to attain. However, once attained we consider it a defeat".....What is necessary is a revision of attitudes and conceptions. Old age is not a defeat but a victory, not a punishment but a privilege. In education we stress the importance of the adjustment of the young to society. Our task is to call for the adjustment of society to the old."

This is a big order. Certainly solving income and housing problems will help. In a study of "filial responsibility" Alvin Schorr stated that forcing financial support by children for parents has a high human cost and tends to destroy the possibility of good relationships. And lest someone say this shows how children cast their parents off, I hasten to quote a study by Dr. Ethel Shanas of the National Opinion Research Center at the University of Chicago. She concludes in part in a study of family responsibility for older members, that "Older people still play a major part in family life in the United States---- The three generation family may no longer occupy a single dwelling unit, but older people who have children live in close proximity to at least one son or daughter and the affectional ties which bind families together seem to be strong and flourishing." She points out the airplanes and telephones help this, bringing them together fast when trouble strikes.



I have heard many say children refuse to care for parents in the old age, have heard sharp criticism for those who use nursing homes care of family members. I feel that the situation may often be the reverse and believe that a nursing home, particularly where there is understanding of the need for human outreach, may be good for families. Too often I see a younger generation come close to destruction through care of the aged. I have been reading the autobiography of the English novelist, Phyllis Bentley, in the past few days. As the unmarried daughter of the family, it fell to her to care for an aged, demanding mother who finally died somewhere in her nineties. Miss Bentley, some years after her mother's death, writes: "I emerged into the sunshine to find that a great many things had happened in the outer world during my period of seclusion. (The U.S.S.R., for example had changed in the general estimation from a heroic ally into a detestable enemy...) I was behind in world events, in general reading, in hospitality to my friends, even in such minor matters as fashion in clothes and hair. I am fully aware how ungrateful, how cruel, how tragic for my mother it sounds when I say that the five years after her death were a period of great personal happiness for me. But so it was." I know many who pay this heavy price.

Perhaps the real problem is an individual's attitude toward their own aging. This same author gives some guidelines here that should help gerontologists as they help re-orient our thinking. Phyllis Bentley says it this way: "Evening approaches. It is an hour of great challenge, as great perhaps as any in life. The only cure for the temptations of senescence is to remember that every portion of life is valid. These last years are as important as any that have gone before, nor will any other of our years vitiate or excuse them. The struggle continues."

The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the work done in the laboratory and the second with the work done in the field. The laboratory work was carried out under the supervision of the Director and consisted of a number of experiments on the properties of the new material. The field work was carried out by the various sections of the Department and consisted of a number of expeditions to the various parts of the country. The results of the work are given in the following tables.

The second part of the report is devoted to a discussion of the results of the work. It is divided into two main sections, the first of which deals with the results of the laboratory work and the second with the results of the field work. The results of the laboratory work are given in the following tables.

Frederick C. Lindberg, A. C. S. W.
Director, Rehabilitation & Social Service
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A NEW GENERATION OF OLDSTERS

Thirty-three years ago a great plague, a pestilence, swept across the face of this nation and altered it forever. It left not one person in its broad path between the Canadian and Mexican borders unaffected and even these borders did not confine it. The epidemic broke out in New York, but the residents of San Francisco were infected by the disease simultaneously. It was almost as if the ticker tape that piled up on the brokerage houses floors carried the germs of this illness which bled the economy white. Millions of breadwinners in a nation of proud people were suddenly clutching to retain their human dignity, the only thing that they had left.

The ravages of this disease, not referred to by historians as the Great Depression, are still apparent, but not in the manner of some diseases which leave the victim scarred and ugly. A rejuvenated economy now pumps goods and services at the rate and quality that was unheard of thirty years ago-to a new generation of people who have built stronger and higher institutions, though of different design, of the foundation of those that succumbed in the plague.

This new generation is not made up of youngsters alone; it is composed of all age groups, but those in the age group of sixty and over have stepped forward to prove that life does not begin at forty, but for many of them, twenty some years later. Strong evidence that the oldsters were not to be denied a leading role in this new generation which rose like a kind of phoenix was shown in a man named Townsend and his often-laughed-at plan to transfuse new financial blood into the economy by giving those of retirement age more than \$100 a month to spend on goods and services. The economics of the Townsend plan in no way should be considered a measure to the importance of this man. In consideration of the hundreds of Townsend Clubs that sprang up across the nation, it becomes apparent that the great importance of the plan was not economic but rather social. The clubs far outlived any economic reason for their existence and the common cause of its members shifted from a monetary to a social base.

Meanwhile, back at the Washington ranch, a rodeo Congress was busy corralling the economic mavericks of the nation. The passage of the Social Security Act in 1935, while making it possible to remove some sixty-five year olds from the labor market, primarily took cognizance of this group's financial dilemma. First the Act provided for a federally administered system of compulsory social insurance. It also offered additional protection to employee pension plans and provided through old age assistance, financial aid to those who were not adequately covered under the social insurance or private pension plans. At the time of birth of this new generation of oldsters, only 15% of the entire labor force had any retirement protection. Today, 87% of the persons becoming sixty-five years of age are eligible for Social Security benefits and coverage is expected to extend to 95% in the near future. Of the seventeen million persons who get benefits under Social Security, thirteen million are counting their golden years and spend nine hundred million dollars every month of Social Security benefits. As the number of persons receiving Social Security benefits increases, the number on public assistance slowly decreases. Five years after the inauguration of the Social Security Act, less than ten of a thousand persons over sixty-five years of age were getting Social Security benefits, but nearly 230 out of every thousand 65 or older were getting Old Age Assistance payments. Just more than a year ago, almost 700 out of every thousand persons over sixty-five were receiving Old-Age and Survivors Insurance, but the number getting Old Age Assistance had dropped to 134 out of a thousand, and this despite the tremendous increase in the number of aged people in the country since 1940. Although Old-Age and Survivors Insurance and Public Assistance has not proved to be a panacea that has solved all the economic problems of the aged, since for more than half of the aging, benefits are the only significant source of regular income, it does assure a basic protection against dependency in old age. Congress, as early as 1935, considered Social Security as more than a financial base and pointed out that benefits should insure not more subsistence but some of the comforts of life, and this new generation of oldsters is making sure that they get some of the comforts of life in the twelve more years of average sixty-five years old has to live.

With the improvement in the economic condition of the aging, the next problem this new generation has attacked is that of health. The fear of losing health is greater than the fear of death, because of cost and possibility of becoming a burden to the family. Although 40% of the disabled persons in the United States are sixty-five years of age and over, only 6% of the population, sixty-five to seventy years of age, is disabled. The percentage increases to 15% after age seventy, but keep in mind that 90% of the aging population can and do live full lives. Just how they want to live these full lives apparently has been and still is somewhat of a mystery to everyone except those who are aging. We seem to have fumbled around for years trying to find out where to put the aging or what to do

to them, and it seems that hardly a month goes by but what someone has published a new book in the field of gerontology. We have considered the entire problem only a piecemeal, but the person who is aging sees himself as whole person. While we have certainly made headway in providing better income and health services, the problem of housing seems to stand irresolute with a few guidebooks and to my knowledge no text to which to turn. At the same time, hundreds of groups with nothing less than good will and money are spending millions of dollars to provide botched-up homes for the aged because, as one self-made expert in the field points out, the groups have a basic misunderstanding of much of the psychology of the human being. A psychological phenomenon of the aging male is that he suddenly is old and has only a gold watch as identification.

We know that the aging no longer hold the revered place in the family they did forty years ago, but they do hold a place outside of it. They no longer live with their children and give advice on how to rear their children's children. When the institution of the "merican family got wheels and became mobile, it left grandma and grandpa at home, and, strangely enough, this is what grandma and grandpa want to keep. The housing projects designed and built for the aging are found wanting of happy satisfied residents because when at all possible, grandma and grandpa want to stay home with the privacy it affords and the association to surroundings loved because they are known.

Only recently have we realized that the final emphasis should not be on bigger wards and more beds for the aging in institutions designed for the mentally ill, nor in bigger T.V. rooms in remotely-located convalescent homes for both the ill and the well, but that the emphasis should be in programs designed to maintain the aging person in his own home wherever possible. Only recently have we realized the truism that a home is not an infirmary and that ailments can be contagious, the sick ones make the well ones sick, rather than the other way around; and remember that less than 3% of this new generation are in homes for the aging.

We know now that while this new generation of oldsters is a sociable lot, the demand for privacy close the association to familiar things can be a first requirement. For that 10% who will or must move, many want to move in a community of oldsters not like St. Petersburg, Florida where 28% of the population is over sixty-five, and where between shots of shuffleboard, waits to die of boredom, but to places like Youngtown, Arizona and Sun City, California, complete with golf course but no schools.

While we know that married men outlive their bachelor counterparts, and married women as a group outlive any other, it has come somewhat as a surprise that oldsters turn to marriage to add luster to those golden years. One only has to turn to such sometimes-witty columns as put out by Ann Landers and her sister to find in print the complaints of middle-aged sons and daughters who find their aging

mother or father leaving their cane at the church entrance and trotting down the aisle to matrimony. It is even more discouraging for those complainants to note that their silver-haired father is taking half his life savings and invested it in a sports car so he can take some sixty-six year old girl friend to the meeting of the local Golden Age Club where they can learn to do the twist. We are confused, surprised and sometimes angry because most of us tend to correlate age with dependency and disability. This new generation of oldsters is proving the correlation is a myth and not fact. Another correlation I understand is a myth rather than fact is the correlation between blindness and dependency. Your very presence here today, of course, indicates the invalidity of any such correlation. Let me suggest, however, that some of the problems that you as persons who are visually limited have faced as a minority group are similar to the problems that the aging have faced as members of a minority group. In respect to each group, there are four philosophies concurrent and loose, if you will, in this land today. One group of persons in society is still asking about both the aging and the visually impaired: Where can we put them? Another group, almost as uninformed, is saying: What can we do for them? Only a small group in our society is saying: What can we do so that they can learn to help themselves and hardly anyone has the temerity to suggest that the solution to the problem lies in a new philosophy: They can learn to help someone else. What I am suggesting is that we are wasting our time in wondering where to put persons who are visually limited or who are aging. We are wasting our time wondering what we can do for them and that we are past the point where we need to spend all our time teaching members of either group what they can do for themselves. I am suggesting that now we have to have a new approach, a new philosophy, that will utilize the creativity of this new generation of oldsters, that will utilize the creativity of persons who are blind and to use this creativity so that those of us who are not blind and are not aging also will be helped.

I will go one step further and say that this new generation of oldsters whose vast resources are lying untapped can become productive and creative through the assistance of a professional group known as Home Teachers, and I am asking that you join the geriatrics team. I am suggesting to you, here, who over the years have developed a body of knowledge, a series of techniques of teaching and methods of working with persons that your talents should not be limited only to those who are visually impaired.

I am suggesting that you broaden the scope of your work and to include within it this new generation of oldsters. In this concept startles, let me point out that if you have proven you can help those who are without vision, it should be just another step further to be able to help those who are aging. The effort must be greater because, like Alice in Wonderland, you have to run faster these days to

1872

My dear Sir,

I have the honor to acknowledge the receipt of your letter of the 14th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,
Yours obedient servant,
J. H. [Name]

just stay in the same spot. If you know yourself well enough to be able to help those who are blind, then I suggest that you know yourself well enough to help those in an older age group to help each of us. I am not suggesting that in your relationship with this new generation, that you be either a friendly visitor or a psychiatric caseworker, but rather someone who can bring out the creativity of the older person through the teaching techniques that you have proven in work with persons who are blind. None of us is too old to learn, and each of us is able to teach someone something, and each of us at times has or needs a home teacher. Although I am not visually impaired, I too have a kind of home teacher, and she pointed out to me recently something that Robert Frost said, and I offer it for your consideration if you have a tendency to believe that what you have to give is not adequate. Frost said in part, "Something we were withholding left us weak until we found out that it was ourselves that we were withholding from our land of living and forthright found salvation in surrender. Such as we were we gave ourselves outright to the land, such as she was, such as she will become."

This land of ours in reality is people. Some of us are aging, some of us are visually impaired. Each of us needs the other. Each of us has something to offer and what we have in common are the two greatest things of all. We have something to give; and what we have to give is needed. No one can ask for anything more.

Frederick C. Lindberg
November, 1962

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